Economic Growth Region 10

Region 10 Workforce Board, Inc.
Workforce Investment Plan

PY2006 and PY2007

Issued December 2006

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Introductions
Optional Introductory Section (should be kept brief 1-2 pages, maximum)

Section 1 – Mission Statement and Strategic Plans
This section requires the RWB to publish its mission statement, vision and associated goals. This should incorporate the Governor's and IDWD's vision for workforce development in Indiana at the RWB level. The board may also wish to address its core values, specific outcomes and key strategies. Specific performance goals should be annotated in this section as an attachment. These specific goals should include federal, state and economic growth region (EGR) goals.

This section of the plan should build on the Strategic Skills Initiative, the Accelerating Growth, Indiana's Economic Development Plan and other economic and workforce research and planning. The focus should be on targeted skill upgrades for the areas workforce.

Vision Statement

<u>Region 10 Workforce Board Vision</u>
The Region 10 Workforce Board will serve as a catalyst within its region
To effectively develop the workforce
To compete successfully in the 21st century global economy

Clearly, with this statement, the Board:
- Has embraced a role beyond program enforcement.
- Seeks to cooperate/collaborate with and inspire other institutions, organizations and individuals within the community (hence "catalyze").
- Has deliberately chosen an ambitious economic perspective

In short, the Region 10 Workforce Board has chosen the knowledge- and skills-based empowerment of its workforce as a vital engine of regional economic competitiveness. This will take strong leadership, a cooperative attitude, and a tenacious adherence to strategic goals.

Mission Statement
Whereas the vision statement describes what the Region 10 Workforce Board would like to *be*, the mission statement describes what it would like to *do*. This is useful for setting parameters on exactly what kind of activities the Board considers to be appropriate and within its capabilities.

<u>The Region 10 Workforce Board's Mission:</u>
To promote the growth of a skilled, competitive workforce through community and business partnerships and workforce resources that maximize the long-term viability of the regional economy.

The strategic intention of the Region 10 Workforce Board includes:
- Building partnerships with other key economic players.
- Commanding and/or obtaining resources to further the improvement of its workforce.
- Investing in skill improvement for the workforce of Region 10.
- Using workforce development as a key tool for boosting the regional economy.

Strategic Goals:

The Region 10 RWB has generally agreed with seven (7) goal categories (see Notes that follow the listing of formal goals). However, rather than engaging largely in creating new projects related to the general goals in the planning session, participant RWB members have chosen to focus on the duties, obligations and projects for which the Board already has responsibilities, and how these tangible projects translate to achievement of broader strategic goals regionally and in accord with the state plan. As well, the Board acknowledged:

- how its current capacity is, in good measure, working to meet new functions and requirements under the state's workforce development plan of comprehensive "system transformation" and
- it's projected responsibilities for additional new roles or work projects as part of the state's "system transformation" 2006 -2008.

The Board has decided that its current and expected specific projects and concrete obligations constituted a significant commitment and an appropriate use of its time, attention, and resources at present.

The **Strategic Goals** of the Region 10 RWB, reflecting concrete projects/initiatives, with their respective accompanying processes (federal, state and local), and having specific, measurable objectives, **are:**

1) **Fulfill The Statutory Duties of the Board:**
These sets of activities are required.
Core Objectives include:
   a. Effective and diligent contract management of Workforce Investment Act (WIA) 1) Adult, 2) Dislocated Worker and 3) Youth services delivery and performance.
   Measures:
   1. Meet or exceed state-set Region 10 Adult, Dislocated Worker and Youth WIA performance levels.
   2. Daily/weekly 1) WIA case manager client data entry on the new statewide web-based TrackOne system, 2) Administrative monitoring, review and reporting using the TrackOne system. (Note: Data management is critical to meeting the first measure and sustaining positive performance levels.)

   b. Managing, sustaining and improving the region's WorkOne employment services and their center-based operations, per county in Region 10, in keeping with Indiana's state plan and policies.
   Measures:
   1. WorkOne "services integration" regional policy, processes and practices in accord with state DWD policy (content, timelines, phases, etc.): 2007 implementation, monitoring/evaluation, process improvements and related record. Services integrated, at a minimum: Wagner-Peyser, Trade Adjustment Assistance (TAA), Veterans, and WIA services.
   2. Daily/weekly 1) WorkOne customer (case management) data entry on the new statewide web-based TrackOne system, 2) Administrative monitoring, review and reporting using the TrackOne system by late 2007. (Note: Data management is critical to meeting metrics (see below) and sustaining positive performance levels.)

3. Meeting or exceeding state-set WorkOne metrics, under the U.S. Department of Labor's (DOL) Common Measures model, given services integration implementation and its record as demonstrated regularly and reliably through the TrackOne system by mid-2008.

These two objectives are a significant and abiding undertaking. They are well worth the time and effort of the Region 10 Workforce Board and the Regional Operator, given these duties focus on serving the business community and jobseekers as effectively and meaningfully as possible.

2) Ensure the success of SSI projects in Region 10:

The business sector-driven solutions for addressing potential worker and skill shortages in Region 10 are a challenging undertaking, and are already underway. Region 10's Workforce Board is responsible for the successful implementation of these solutions, and if they are to be renewed for funding for a second program year, they are to show success on the benchmarks established for them by the SSI planning consortium last year. Not only that, but the Board must find and leverage matching funding (according to standards still being refined by the Indiana Department of Workforce Development) for a second year of program implementation.

Achieving this goal naturally incorporates the a) business sector networking, b) resource seeking, and c) collaboration goals, originally outlined by the Board, and is a practical and concrete way to begin to achieve them. Aside from this, of course, the real purpose of SSI is to improve the skills, and ultimately the careers, of workers in Region 10, and boost the prospects of its key industries.

SSI solutions and measures include:
1. Training assistance in critical advanced manufacturing occupations: Industrial Maintenance, Machinist, and Industrial/Manufacturing Engineering Technology: 30 individuals gaining Certifications and/or Degrees.
2. National Manufacturing Skills Standards council (MSSC) Training and Certification of production-related personnel in manufacturing companies in Region 10: 75 individuals gaining earn MSSC Certification.
3. Training assistance in critical Healthcare occupations: Respiratory Therapy, Clinical Laboratory Technician, RN, LPN, Radiology Technician, etc.: 25 Certifications and/or Degrees.
4. Entry-level healthcare worker training (that preps workers for post-secondary education/training in skilled, higher-wage healthcare occupations): 74 completing.
5. Establishing 1 or more RN mentoring programs at area hospitals for the purposes of increasing RN retention rates and, thus, improving patient care and RN job satisfaction: 40 protégés' completing.

3) Pursue opportunities to take on special projects for one or more target worker populations:

The Board chooses to retain the option of exploring projects to target certain populations within the Region 10 workforce, such as dislocated workers, ex-offenders, immigrants, etc., in order to boost their skills and improve their career options. Such skills enhancement

and/or job placement efforts may also help improve the Region's overall showing in performance on its "statutory duties."

Measure: Gain at least one (1) new resource for effectively addressing employment and training needs of a population, as exemplified above, by 2008. The new resource will have specific goals and outcome measures of success attached to it.

Next Steps

Now that the Board has decided what its major activities and responsibilities will be for the time period of July 1, 2006---June 30, 2008, it must be determined how these will be achieved. Obviously, the "statutory duties" and SSI implementation involve close cooperation and coordination with the Regional Operator.

SSI implementation will command the attention of at least a few Board members, who will need to cooperate with the Regional Operator, Workforce Development Associates, Inc. to understand, oversee, and assist the full implementation of the vision of the SSI solutions for Region 10's workforce.

The third major goal of the Board for 2007 is still loosely defined, but there are models available from workforce entities across the country, which have been effective at dealing with improving the skills and employment potential of any number of WIA target groups – and those not explicitly addressed by WIA or other government-funded programs. The Department of Labor, other state and local workforce boards, private foundations, and other service providers all may be sources for useful information, depending on which population the Board decides it would like to serve, and where the Board believes its efforts and resources will be most effective.

The RWB also acknowledged that other projects/initiatives, noted in the seven (7) draft goals and now including Goal 3, are contingent on gaining resources and capacity necessary to address and implement them. Funding through proposal-making and grant awards and/or a select partnership may permit such work to be undertaken, with regular care taken to not over-extend the RWB's and RO's capacity. The region's modest annual WIA fund allocation and its several duties regarding the usage of those funds, as well as further notable change, per region, expected to be required and implemented via the state plan through 2008, must temper decisions to proceed with work in addition to the three (3) priorities approved.

Notes regarding the development of Region 10/RWB Strategic Goals:

To further define the picture of the potential activities and projects of the Region 10 Workforce Board, the members of the Board (present at the meeting on 11/14/06) established a master list of strategic goals, with plan facilitation by Workforce *Associates, Inc.* consulting firm. These goals will form the core of the Board's active efforts for the future. They take into account the full spectrum of Board responsibilities, from the basic "statutory" duties to the widest horizon of strategy.

The Board members present at the meeting noted that not all of these efforts can be launched simultaneously. The establishment of this master list is just one step in a process of fulfilling the Board's mission and achieving its vision. To begin to make goals a reality, the Board must decide which of these to tackle first, and which are more and less important.

On January 9, 2007, the Region 10 Workforce Board gathered once more to discuss and prioritize these goals, based on the basic list defined in the November meeting. The abstractly

defined goals, outlined below, were presented in further detail, taking into account three key considerations:

1. **Where does this fit with the Board's sphere of influence?** Is this more toward the "narrow" or "broad" end of the spectrum of workforce board activities? Can the Board accomplish this goal with current resources, personnel, time, etc.?
2. **What do we need to know to achieve this goal?** Once again, strategy requires intelligence on the situation. This necessary information could take the form of:
    a. Formal Research: Studies, statistical analysis – useful for underpinning major strategy, auditing/evaluating performance.
    b. Networks: Connections with those informed about workforce, those in position to influence business, government, other public institutions and organizations.
    c. Current information: Updated tracking of Board objectives and the measurements established for them.
3. **What priority should this goal be given by the Board?** To serve as a basis for discussion, Workforce Associates, Inc. drew up suggestions for assigning priority to each of the general goals defined by the Board in November. These preliminary priority assignments are:
    a. Suggestions: The Board retains complete freedom to choose to place its focus anywhere.
    b. Temporal: "High" and "low" priorities primarily imply their fitness for immediate pursuit by the Board in its current situation.
    c. Neutral: Recommendations are practical; no value judgment is implied as to the importance of each.

The EGR 10 strategic workforce goals were initially defined in general, conceptual terms in November as follows:

Goal 1: Statutory Duties
Fulfill the "**statutory duties**" of the RWB:
*   Oversee Workforce Investment Act (WIA) client services and other related workforce program management that may come under the RWB's formal purview.
*   Supervise the integration and continuous improvement of WorkOne services and operations in Region 10.
*   Minimize bureaucratic minutiae so the Board can focus as much as possible on related strategic matters.

Goal 2: "Collaborate"
Collaborate with our region's other organizations with a stake in workforce improvement.
*   Economic Development (IEDC and local organizations)
*   Education (K12 and post-secondary)
*   Business community
*   Other public and private organizations
*   Faith-based organizations

Goal 3: Resources
Identify and leverage **additional funding sources** and resources for Region 10's workforce investment work.
*   Private foundations

- Community foundations
- DOL grants (WIRED, etc.)
- State funded opportunities

Goal 4: Networks
Facilitate/catalyze our **business sector/industry cluster networks**
- Promote awareness and definition of industry clusters that drive the Region 10 economy.
- Encourage businesses to see their identity as part of a cluster in their industry.
- Define key skills/occupations for vital industry clusters.
- Seek training resources and opportunities that can be applied across clusters.

Goal 5: Emerging Workforce
Partnering in development of our **emerging workforce:**
- K12
- Post-secondary
- Promote (expanded, better) communication and collaboration between business and education.

Goal 6: Incumbent Workforce
Partnering in development of our incumbent workforce

Goal 7: Policy Advocacy
Advocate for Region 10's business community with State & federal workforce and economic development entities (including SWIC, DWD, DOL, etc.) – work to achieve more flexible, less restrictive, and more useful policies

Finances
- **What are your primary funding streams including sources with dollar amounts?**

Region 10's primary **funding stream is reliant on Workforce Investment Act (WIA) regional allocations, provided by DWD annually and subject to change annually.**

Funding Stream: WIA	PY2006	PY2007 (Estimate same as 2006)
Adult	$498,965	$498,965
Youth	$557,337	$557,337
Dislocated	$422,443	$422,443
Tier II	$500,000	$500,000
Total	$1,978,745	$1,978,745

Grant funds, such as SSI, are not included as a primary funding stream, given it is a one year grant, with a second year optional, based on DWD approvals.

- **What are your financial obligations for each of the two program years? Estimates for funding and obligations should be used for PY2007.**

Obligations:

	WIA- 2006	PY2007 Same Approx
Regional Operator	$ 427,527	$ 427,527
WorkOne Expenses	$ 113,152	$ 113,152
Client Services	$1,155,000	$ 1,155,000
Administration	$ 198,745	$ 198,745
SSI	$ 117,351*	
Total	$2,011,775	$1,894,424

*SSI obligations include only the portion of the grant representing staff, overhead, administration, and consultation and promotion/outreach costs under contract. Other than the possible purchase of training equipment under Manufacturing Sector Solutions, the balance of funds will be expended based on an employer reimbursement model, which is also designed to insure acceptable match.

Since SSI is a one year grant, renewable in some measure for a second year based on DWD evaluation and approvals, it is not included in Program Year 2007 numbers above.

- **What percent of your WIA funding is used for administration in contrast to program, for overhead[1] in contrast to service delivery, and for tier of services (core, intensive & training)?**

Percentages of WIA Funding for: **Provided by Crowe Chizek, Region 10 Fiscal Agent**

Administration	10%
Program	90%

Program Funding

Overhead	12%
Core	23%
Intensive	40%
Training	15%

78% total for "Tier of Services"/Service Delivery

- **What actions are being taken to reduce administration and overhead costs and to increase funding spent on training?**

To ensure that adequate funding is available for client services:

1. R/O staffing levels are maintained at a minimum while having basic capacity to meet RWB and DWD system obligations and responsibilities. Administrative costs, through the fiscal agent, Crowe-Chizek are below the 10% level allowed.
2. Staffing and related overhead costs for RO administrative work, data management, WorkOne management, etc. have been studied by the RWB in selecting the Regional Operator. Related expenditures are monitored and reviewed regularly.

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[1] Overhead includes all costs that are not services delivery which is strictly limited to direct service costs for clients such as training, workshops, supportive services, etc. and front line staff costs including front line supervisor costs.

3. Examples follow: WorkOne leases have been negotiated and flat-lined for 2+ years wherever possible; high-speed Internet rates have been negotiated to more affordable levels at Express sites; the RO's internet access is connected from the WorkOne T-1 line by dish so that no separate, additional Internet access is needed by the RO.

   ■ **Describe the competitive process used to award grants and contracts for activities carried out under WIA.**

The Region 10 Board has a procurement policy that is followed, <u>in accordance with DWD Policy 2006-10.</u> The policy prescribes procurement processes based on the cost level and type of purchase being made, for example. Procurements follow a competitive quoting process, whether it requires obtaining three or more quotes by phone or e-mail, or a formal Request for Proposal process, maintaining all related documentation in an organized manner, per Policy requirements. The competitive process follows a general sequence: 1) Craft the Request for Proposal document, 2) Publicize the RFP opportunity, 3) Field questions and provide guidance in a consistent manner to potential bidders; for example, a Bidder's Conference, 4) Receipt of proposals and team evaluation/scoring according to criteria having operational definitions (this may also involve presentations by proposers), 5) Board selection of a contractor and 6) Contract negotiation and contract execution. Procurement processes are reviewed annually by third-party and state monitors respectively. Region 10's processes have been reviewed favorably by these monitoring agents.

Strategic Service Delivery
   ■ **How is the RWB addressing the needs for service delivery in a cost effective manner?**

WIA provider costs and budgets have been reviewed thoroughly by the RWB and RO to insure costs are reasonable. For example, budget changes/shifts, which connect to how staff operates in a case management mode per WorkOne site and county in the region, have occurred so that: funds remain available for:

- WorkOne overhead (relating to the Integrated Service Contract between DWD and the RWB for WorkOne center cost-sharing) and
- WIA direct client services and meeting related regional performance goals (Percentages of clients gaining credential, employment, earnings gains, etc.)

As stated above and as relates to the Integrated Services Contract between DWD and the RWB, examples of cost effectiveness are:
- WorkOne leases have been negotiated and flat-lined for 2+ years wherever possible
- High-speed Internet rates have been negotiated to more affordable levels at Express sites
- The RO's internet access is connected from the WorkOne T-1 line by dish so that no separate, additional Internet access is needed by the RO
- One phone service provider at a discount rate across various sites instead of several such providers.

The RWB reviews regularly, queries, offers guidance and sets policy, as needed, regarding cost effectiveness in the expenditure of funds to meet obligations and regional goals.

- **With the reduction of unemployment insurance staff in the WorkOne centers and the upcoming focus on self-service systems for both labor exchange and unemployment insurance, how does the RWB propose to adjust their service delivery strategy to meet the needs of the EGR in a cost-effective manner?**

Job Descriptions, task analysis and careful staff functions/responsibilities alignment will occur so that system operations, as well as staff-specific jobs, are performed as seamlessly and flexibly, with "premier customer service", as possible. WorkOne management, with DWD policy and guidance, and best-practices sharing with peer RO staff in other regions, will ensure that staff is effectively utilized in a new "integrated services" environs so as to notably improve client services. This includes the prominent need, now and into the foreseeable future, to assist customers in using the new U/I modernized system (online registration; debit card use by customers, etc.).

In addition, given:
1. The number of U/I beneficiaries, including dislocated workers, in Region 10, and
2. The inevitable rise in customer assistance, given a new U/I system,
WorkOne management has advocated for additional staff help in meeting U/I related service needs. DWD has recently approved one additional staff person for a one year period (2/07 through 2/08) to assist U/I claimants in using the new system at the region's full-service WorkOne center.

- **Has a strategy been developed to identify strategic partners for collocation and collaboration in the WorkOne? If so, describe the strategy.**
Strategy for WorkOne partner collocation follows a well-established approach:
Co-location of WorkOne site partners, per county, is based on:
  - The size, space and lay-out of the particular location
  - Fit of a specific partner to a particular county locale, with its specific opportunities and dynamics.

1. The "core" partner resources under the state plan include: 1) Wagner-Peyser, 2) Veterans services, 3) Trade Adjustment Assistance (TAA) services, and 4) the Workforce Investment Act (WIA) services provider.
2. Two "core" partners, as defined by the state's workforce development plan, are co-located in every WorkOne service site (1 Full Service Center and 5 Express sites): 1) Wagner-Peyser and 2) WIA services, are the mainstay of each site in terms of personnel and services offered. They form the heart of a site's cost-sharing base and its service integration process; they build and sustain the foundation for site integrated service delivery therein. Veterans services and TAA services occur at the full-service center in New Albany/Floyd County.
3. Other partners then fit to that core. Depending on the partner and the site, the co-located partner may operate in a more peripheral manner, i.e. Vocational Rehabilitation services at the full service WorkOne Center, or in a more foundational and integral manner, i.e. Blue River services at two Express sites.

4. Additionally, Experience Works (senior employment) workers are strategically utilized at each Express site for receptionist functions and to assist in the Information Resource/Core services area.
5. Strategically then, though there are no partner Memorandums of Agreement, per DWD directive, the system's operational partners are Wagner-Peyser staff, WIA case manager staff, and Experience Works part-time staff.
6. Locations themselves are strategically situated in each county, based on prior and current Board approvals.
7. Lifelong Learning Centers in two counties are home to WorkOne Express sites: Scott and Washington Counties.
   - The RWB has requested relocation of the Harrison County WorkOne to its area Lifelong Learning Center.
   - Each of these centers directly links WorkOnes to the critical theme and local opportunities for learning, whether it takes the form of Adult Education, College credit classes, Voc./Tech. education, or continuing education. As well, WorkOnes co-locating in/with learning centers has provided some measure of cost control, which is critical to the site's viability financially.
   - Similarly, the Clark County Express site is co-located in the area's largest Community Action Program (CAP) agency, with its variety of services, such as entrepreneurial training, Head Start, energy assistance, etc.
   - In Crawford County, the WorkOne is adjacent to the Family and Childrens' Services county office.

Collaboration occurs in two main ways:
1. Per site, given the descriptions above regarding direct WorkOne partners and host-site partners (with good fit to employment and training resources) and,
2. In a more virtual, communications-anchored manner, independent of physical site: Core, peripheral and community partners can collaborate on behalf of the job-seeker customer, by utilizing various websites and site-links (for example, community resource links and contacts), by e-mail exchanges, by phone, and by local consortia, i.e. local youth consortia via a youth center, local case manager work groups, etc.

The overriding functional purpose of these collaborations is two-fold: 1) Information and Referral, and 2) sharing employment services practices that build skills and competencies among area staff so as to better serve the WorkOne customer.

▪ Who are those partners?
1. DWD (Wagner-Peyser, Veterans services and Trade Adjustment Assistance services), TRC, and Experience Works partners (personnel) operate weekly at/for each WorkOne site.
2. Manpower and Vocational Rehabilitation services are co-located at the full service center in New Albany.
3. Blue River Services, a Community Rehabilitation Agency, operates at/with WorkOne Express sites in Crawford and Washington Counties.

- **What is the service integration strategy for increasing the integration of all WorkOne services within the restrictions that are set forth by federal and state law/policy?**

Service Integration and Workflow
The WorkOne System previously operated with a consortium management approach of multiple service agencies and funding streams co-located to provide a variety of workforce development services. Without these services being integrated and coordinated, service duplication, inefficiencies, and/or gaps occur, and system management is not performed. If integrated appropriately, the system and those multiple agencies and funding streams can be managed to create one cohesive, seamless system that will meet the needs of the entire population within a community, in a comprehensive approach.

Region 10 is shaping a strategy to establish service integration, at a minimum, of core partners:1) Workforce Investment Act , 2) Wagner-Peyser, 3) Veterans, and 4) Trade Adjustment Assistance services within the WorkOne Center and Express Offices in the region. The State Workforce Plan and Regional Workforce Board have established key expectations for integration of these workforce development services. As the Regional Operator, Workforce Development Associates, in partnership with the Regional Workforce Board, has communicated these expectations to core partners and all WorkOne staff.
The Regional Coordinator plays key consultative, support and state-liaison roles in assisting the Regional Operator and the Regional Workforce Board to achieve both the services integration goals and, subsequently, performance goals, with further directives therein being defined by the state. A leadership team, consisting of the managers of the core partners has regular meetings to develop, implement, coordinate and monitor multi-functional team operating directives.

The Regional Operator will ensure service integration in the local WorkOne Centers by assisting all partners (Workforce Investment Act, Wagner-Peyser, Veterans, and Trade Adjustment Services, at a minimum) to operate by *function* rather than by program at each WorkOne site.
Strategy keys:
1. An analysis of current staffs' roles and responsibilities, per partner, has been conducted.
2. The RO and leadership team will reshape these respective roles and responsibilities into functional teams such that any individual staff person is aligned as much as possible to a team that performs work similar to his/her current job description.
3. Teams will also necessarily occur in another way: simply by personnel assigned to a particular Express site. Thus, a functional team member will integrate with members of one or more other functional teams in order to serve job-seeker customers cohesively and effectively at WorkOne sites.
4. The Regional Operator's proposal included current staffing charts and staffing reconfigured to a team model.
5. There will be one function to assist businesses (Employer Services) and two or more functions to meet job seekers' needs. The customer flow will follow the emerging function and services paradigm. The WorkOne system will operate in a demand driven mode, while not losing sight of the supply side. All WorkOne staff representatives will be required to perform in multi-functional roles. They will personally transition and introduce individual customers to other staff representatives intended to provide subsequent elements of employment services, based on customer need and interest. This requirement is instituted to ensure each customer is served in a professional, consistent manner.

The customer flow will begin with team-based triage to determine which of the three job-seeker or employer service functions are initially needed to address the customer's needs or interests. The information desk staff person(s) will determine:

1) which services within the employer services, career solutions, eligibility, or case management functions of the WorkOne will best meet the customer's initial needs, and,

2) if the customer initially requires self service or staff assistance.

Customer service may then occur in several ways:

- Any customer response that includes a stated problem will require staff to provide assistance to address the stated problem.
- If the customer does not state a problem and is specific about service needs, self service may be the best route in providing the service.
- If the customer identifies a specific need or requests a specific service, a referral is made to the appropriate employer service or job seeker staff resource area to receive initial service.
- A vague customer response indicates additional assessment is required to determine the specific service needs.

Once the staff has determined that additional services are required, the customer will be referred to the Employer Services or job seeker Eligibility function services.

Staff serving within the specific functional unit will follow along with the customer to determine next steps of service to be provided from one-or-more of WorkOne's functional service units.

The majority of jobseeker customers seek only brief staff assistance and, based on their needs and interests, are referred to the Information Resource Area of the WorkOne. This "Career Solutions "function is available in a self-service or staff-assisted manner. In the new system of integrated services, **all WorkOne staff will be trained and available to assist customers in the Career Solutions services.**

All customers are eligible for Career Solutions services, which include a wide range of services and products that will help the client market themselves to employers. Per the state plan, the primary objectives for Career Solutions are increased job placements and increased wages for WorkOne jobseeker customers. Examples of services include:

- Labor Exchange including the state job-matching system and other systems including web-based applications
- Labor market and career information
- Resume writing
- Want ads
- Various individual assessment tools
- Job readiness workshops – interview skills, resume writing, understanding labor marketing
- information, using the Internet to find a job, etc.

Some customers will require much staff assistance and, as a consequence, are referred to the **Case Management** function and its staff representatives. Case management begins with a comprehensive and specialized assessment of the customer's skill levels and service needs. This objective assessment includes a review of the following eight categories:1) basic skills achievement levels, 2) education attainment level, 3) occupational/technical skills (using prior

work experience and technical certificates), 4) interests, 5) aptitudes, 6) life situation and supportive service needs, 7) learning style, and 8) salary needs.

Case management then takes on one of two service paths:

- After the career/vocational assessment is completed, the customer may need only moderate, short-term guidance and assistance, in the Career Solutions service area. In the integrated WorkOne system, all WorkOne staff will be trained and available to assist customers in the short-term, non-intensive mode of Case Management services.
- As a part of the case management function, customers assessed to need additional or intensive services (with specialized barriers to gainful employment) will be assisted in creating an individual service strategy, based on individual customer goals. Additional needs could be determined as intensive case management, training and supportive services provided by the WIA service provider, TAA Coordinator and/or a coordinating partner providers. The individual service strategy, as a "road map," will guide customers in achieving their employment goals. Case managers will direct the execution of the service strategy. Such execution may include referring the customer to the integrated services provided by the system, or coordinating a referral to unique services provided by a specific agency.

All services will lead the customer to a point where they are determined to be "job ready" for a chosen occupation. Then they will be referred to the Career Solutions function where they will be assisted in developing job search skills, resumes, interviewing skills and other proficiencies related to obtaining, retaining and advancing in their chosen occupation.

Employer Services: The following types of services are available for employers*:

1. Accepting and working job orders
2. Applicant screening
3. Applicant testing
4. Work-Keys Assessment
5. Dislocation Support
6. Assisting with the Strategic Skills Initiative
7. Participating in economic development meetings
8. Marketing services to the business community
9. Job Development in conjunction with Career Solutions
10. Incumbent Worker Training Grants

*Due to staffing capacity, more expansive employer service offerings are available at the full-service WorkOne Center. WorkOne staff will assist a given employer directly, or, if an employer is uncertain of what services their business needs, staff will assess those needs. WorkOne staff will create a plan of specific employer services, (based on the services elements available) and then provide services at the customer's request. In addition, if the services needed by the employer are not available through WorkOne, staff will refer the employer to one or more companies in the region who provide the requested service to meet the specific need. (Example: Assistance in developing an Employer Assistance Program (EAP) service in a company.)

In the integrated WorkOne system, certain staff will be more dedicated to the Employer Services function, based on the 10 services listed above. However, given the importance of Employer Services, all other WorkOne staff will be trained to perform <u>basic</u> employer services.

Employer Services will develop and maintain functional performance records to demonstrate tangible accomplishments in meeting employer needs. This data and outcomes will be an important part of WorkOne performance reporting on a regular basis. The Regional operator will maintain a goal to expand Employer Services offerings to businesses, as resources and capacity permit, in Region 10. WDA expects to expand usage of WorkOne demand-driven Employer Services by:

- providing staff professional development and cross-functional training
- initial implementation of the Agreement between WDA and Southern Indiana Chamber of Commerce (now "One Southern Indiana")

This formal agreement is designed to increase the usage of WorkOne by the business community and to increase employer customer satisfaction therein. This working relationship with the region's largest Chamber, who represents Clark and Floyd Counties, (approximately 65% of the region's business), can:
- be regionalized to include other Chambers of Commerce in EGR 10; and
- catalyze subsequent WorkOne business service offerings, based on demands of the business community.

Coordination of Partner Services
Many business services or job seeker services are commonly provided by multiple partner agencies; however, some are unique to a particular agency or funding stream. Those commonly provided will be integrated among the WorkOne functional units; however, specialized intensive services will only be provided by a specialized agency/funding stream, and will require streamlined coordination among the agencies to ensure the customer's needs are met. The process is as follows:
1) The referral to the agency providing the service must be effectively coordinated.
2) The co-enrollment process: Once a referral has been made for a specialized intensive service, a decision must be made as to whether multiple, or only one agency will enroll the customer. The timing of each agency's enrollment and exit will require coordination of services to ensure required performance timelines are met for each funding stream used for services.
3) Coordinated case management must include: a) reason for referral, b) services provided and outcomes, c) service timeline, d) feedback results to the referring agency.
The case management process must be coordinated so that agencies are not creating different and/or duplicate plans of service with the customer. Although each agency may need to maintain a case management relationship, coordination is required as to:
- who will be the lead case manager,
- who will develop the comprehensive services plan with the customer,
- what decisions should be made as a team with other agencies and customer, and,
- which decisions can be made solely in conjunction with the customer.
The Regional Operator will facilitate a discussion to clarify how each of these types of coordination will be handled. As well, it will be important to ensure an updated partner information database is available for referral services.

WorkOne Layout
WorkOne Center facilities will be evaluated to determine the most professional and effective design for customer services, based on the functional integration and teaming of staffing. Office

layout and designs will be evaluated and designed based upon *functions performed* within the centers, regardless of which partner or funding source provides those functions. A functions-based approach to office layout provides dedicated space to each specific function performed, with enough space for all agency representatives who provide that function to work within it. The full service center office layout organizes various Wagner-Peyser, Veterans, Trade Adjustment Assistance and WIA staff by service function throughout the building. Therefore, true service integration can occur more easily and naturally. The Regional Operator will convene and facilitate staff from various funding sources within the building to develop this new office layout, placing those functions most utilized by customers to the front of the building, and those services used less often by customers to the back of the building. This new layout will support the flow of services based upon customer needs and the ongoing communication and shared functional service delivery by all partner agency staff, thus implementing true and effective service integration.

Functional Supervision
A supervisor (lead staff representative) will be identified for each functional unit to provide consistent management and leadership for all staff within each unit. As such, partner agency staff may functionally supervise staff from another partner agency/funding stream. The Regional Operator will employ a WorkOne System Coordinator to provide functional supervision for all employment services within the WorkOne System and implement the directives as defined by the Regional Operator, Regional Workforce Board and the state.

The WorkOne System Coordinator will be responsible for all daily operations of the WorkOne Centers to include daily coordination of staffing for functions, customer service, staff training, customer satisfaction and performance tracking. The coordinator will have regular communications with the leadership team, which includes the Regional Coordinator, i.e. DWD area Program Director, regarding teaming, layout, new projects and service obligations, WorkOne policy and procedure (such as a common staff appraisal procedure), etc. The multi-functional teams within WorkOne Centers will be under the general direction of the WorkOne System Coordinator. The WorkOne Coordinator sets and maintains clear expectations for the system, its direction and its operations. The System Coordinator works daily to help all staff succeed in meeting the goals of the integrated system. The WorkOne System Coordinator will resolve partner functional supervision issues brought to their attention by functional unit supervisors with assistance from the DWD Regional Coordinator.

WDA understands that the movement from a program-based service approach to a team-based approach represents enormous change. In a systems change environment, both clarity in the new operational structure and training to meet the expectations and opportunities of the new system are crucial. The Regional Operator welcomes technical assistance and expects policy support from the DWD and, consequently, also expects to provide technical assistance to the staff and service providers in the WorkOne system. As resources permit, the RWB/RO will gain additional training resources.

Staff Training
Staff orientation and training will be required for all partner staff to ensure clarity of integration plans for service delivery within WorkOne functional units. All partner agency staff will be required to be knowledgeable about:
- Various WorkOne employment service offerings outlined in the integration plan (including employer services),

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- Tools and resources available at WorkOne (such as Work-Keys, Key-train, Employability & Career Enhancement Software; Assistive Technology), and
- Specialized partner and community referral resources.

Staff will be required to gain competencies and practitioner skills in each of the functional roles. Thus, staff training and development is focused on "premier customer service".

The WorkOne System Coordinator will work with each team to determine: a) the focus and content of training curriculum, b) effective methods and schedules for delivery of training, c) means of insuring staff application and evaluation of continuous improvement. Effective communication, training, and staff development is an ongoing process to ensure continuous improvement in operations and services. The WorkOne System Coordinator will be responsible for the coordination of all aspects of staff training.   Training/Meetings will be conducted with all integrated staff at least quarterly to discuss performance goals, new service issues, and other directives.

Overall:
Based on the first statewide Regional Operator←→DWD discussion on WorkOne services integration strategy and implementation, held on 2/1/07, key features for fueling such implementation effectively include:

1. Increased control of more WorkOne system funding at the local/regional level. In effect, increased control of Wagner-Peyser funds/resources
2. Common elements in any core partner staff job description should include formal expectations of participating on/in teams, with pertinent metrics.
3. Align staff to teams that reflect "good fit", from the beginning, between a team's specific purpose and function and the individual staffer's current job description.
4. Common/team performance metrics
5. State Policy, and state directives, including, for example, top-down personnel directives regarding DWD management, such that management staff's work is formally structured to drive and expect effective teaming. State policy is indispensable for such significant statewide change driven by the state's plan. Such policy will provide clear parameters regarding key aspects of service-integration implementation. Without it, an RWB and RO are not positioned to implement with reasonable and needed authority, along state guidelines. Regions need both the policy and guidelines for implementation; policy acts as the essential backbone for both authority to enact and follow-through and, also, for accountability, especially given the change is induced from and sought as a key part of the state's formal plan.

- **How does this include the use of systems such as TrackOne and other tools that enhance the ability to integrate service delivery?**

Daily TrackOne usage by the four core partners and respective staff acts to fuel service integration significantly and in a relatively more expedient fashion, over the 2 year plan period. Its critical impacts are, at least, three-fold:

1. This new, web-based system for client data entry, services tracking and outcomes/performance measurement is statewide and uniform in usage for WIA clientele, followed by Trade Adjustment Assistance (TAA) clients. This approach has been welcomed (compared to each region having its own independent system that must then interface with one "old" data system at DWD). Such a system is all the more

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practical, given WIA performance is based on <u>federally-based uniform performance categories,</u> with specific measure outcomes for each region (and state).

2. TrackOne data usage is also scheduled for Wagner-Peyser and Veterans' Services in 2007. **All core partners will operate out of the same data system.**

3. The US Department of Labor's (DOL) new Common Measures requirement thus feeds easily into common a) data inputs and b) performance metrics across all staff ultimately. The common metric, its structuring, and the daily data input process by staff have intrinsic ties to and overlay with *how services are delivered,* and *how staff work with one another to deliver those customer services.* How staff work together, as well as how each staff person performs individually, will be critical to meeting or exceeding any given Common Measures metric...or not meeting a metric measure.

- **How is the RWB integrating the Strategic Skills Initiative (SSI) into WIA service delivery and operations? How will the RWB continue the SSI without the additional SSI funding?**

WIA Service delivery staff, i.e. case managers in each county, and all WorkOne staff, have been made aware of key occupational shortages from the SSI Research and Planning phases. WorkOne staff have SSI promotional materials as well. Consequently, WIA case managers are better able to better inform clients regarding critical occupations in two (2) business/industry sectors that are and/or will reflect a critical labor shortage. Jobs identified by SSI are high-demand and high wage. This information helps WIA clients to chart new career paths and to find and keep employment. SSI critical occupations research, HoosierHot50Jobs information and other related informational sets collectively assist WIA clients and other WorkOne customers, as stated above.

However, SSI solutions are focused on incumbent workers in the Manufacturing sector and Healthcare sector. Workers who are unemployed (dislocated or otherwise) are not able to participate in specific trainings, unless other acceptable match is accessed. Thus, SSI impacts on WIA service delivery are quite limited.

<u>SSI strategies can be continued in at least two ways:</u>

1. The region's business consultant, using Training Acceleration Grant (TAG) products and other state-funded workforce training programs available to serve business, can promote workforce training resources and mechanisms on a sector basis. For example, several smaller companies in one sector may agree to form a consortium and make one TAG application to DWD.

2. The RWB may seek other sector-based training opportunities from DWD or other funding sources.

3. SSI can be sustained, in part, by the emergence of regional business sector networks. In Region 10, one SSI goal is to establish one or more networks, with Chamber of Commerce acting support partners in promoting the convening and developing of a sector network. Such networks have been successful around the country. The network itself, once established, can identify common sector issues, form training consortia based on common training needs, leverage their resources and gain training grants, share effective business practices that remedy particular company issues, and advocate to local and state government and/or planning/development authorities regarding various problems/issues and possible solutions (An example: the business issue of limited telecommunications access in rural regions).

- **What strategies are being developed to support the three Pro Talent objectives described in "Accelerating Growth - Indiana's Strategic Economic Development Plan?"**

Pro Talent Objective 1: Existing Workforce - *Increase Hoosiers' skill attainment to globally competitive levels by creating the opportunity for each Hoosier worker to move at least one step up the talent scale, ranging from basic literacy to strategic skills, through demand-driven mechanisms.*

Regional strategies being developed, in place and/or intending to be sustained include:

1. WIA client services, assisting eligible job-seekers in each of the region's six (6) counties
2. WorkKeys assessments being delivered by WorkOne staff, based on DWD protocol and available resources.
3. Strategic Skills Initiative (SSI), with "solutions" relating to the Manufacturing sector and Healthcare sector. These solutions focus primarily on the existing/incumbent workforce. Three of these solutions* rely on more progressive instructional approaches: a) compressed academic programs leading to an industry-recognized certification; and b) applied learning in a blended format (class, lab, virtual training and interactive web-based training).
   *1: Manufacturing--MSSC Training/Certification; 2: Training in Critical Manufacturing Occupations--Industrial Maintenance, Machinist and Industrial Engineering Technology; 3: Entry-level healthcare worker training-School at Work (SAW) model).
4. Availability and promotion of a valid "work readiness" assessment and credential for use primarily with individuals seeking entry-level employment, individuals in transition (TANF benefit; ex-offenders,) etc.
5. Given Region 10 is adjacent to the Louisville, Kentucky area, it has been exposed to the Go Higher Campaign and its benefits. For example, when Go Higher has had advertising for Adult Education and "getting one's GED" in the Louisville area, the advertising and its positive impacts spilled naturally over to southern Indiana: Adult Education enrollment spiked in southern Indiana as well as in Louisville. Region 10 will also connect with outgrowths of Go Higher in the bi-state economic region, such as the 1) HIRE Education forum, which is co-chaired by IUS and involves Ivy Tech/Sellersburg regularly, 2) www.graduategreaterlouisville.com ,and 3) bi-state area collaborative marketing campaign on the need/benefits of educational attainment. As such, when/as Indiana launches its Go Higher campaign, Region 10 generally will be more acclimated and ready to use related materials. (This is not stated as "through the RWB"; only that, within its means, the RWB may assist in its promotion.)
6. Regarding the "Virtual Learning System and 'Learn-ware' Marketplace, and its description in Accelerating Growth: "Indiana Virtual Learning System (VLS) would expand the state's new job matching system to address the *full breadth of customer career-planning needs by providing insight into potential career paths based on the skills and experience the customer already exhibits. VLS would use the student's resume and other information to suggest potential career paths in high-wage, high-demand industries related to his or her strengths. The system would identify the next level of education needed to advance in a career and provide links to approved learning institutions within a requisite radius of the student's home, in addition to online learning access. The system would include labor market information, education and training information, career profiles, self-assessment tools, financial aid information and a place for students to provide and review…",* Region 10 has such a job-matching system in place through

the Virtual One-Stop product. This product, which has been in Region 10 since 2003, includes features such as those italicized above. The RWB will promote the usage of like or similar product in an upgraded fashion and will continue to use such products in its WorkOne system.

7. Based on sound opportunities, the region will participate in the use of Career Advancement Accounts, along the Accelerating Growth guidelines: *"available to workers entering the workforce or transitioning between jobs and careers or incumbent workers in need of new skills to remain employed or move up the career ladder. Participating individuals would use their accounts primarily to pay for expenses directly related to education and training. Funds would be used for training in skills for high-wage, high-demand industries, to help individuals gain foundational workforce and academic skills and for work-based experience through a wide array of on-the-job training models including apprenticeships, internships and others."*

Pro Talent Objective 2: Emerging workforce - *Build effective pathways for young Hoosiers to workforce competitiveness and sustainable employment.*

1. Regional strategies being developed, in place and/or intending to be sustained include:
2. Advocating for/Promoting the establishing of Career Academies in area high schools: The region has 13 established academies, i.e. small, sector-based learning communities across a number of high schools, with 6 additional academies in a planning grant phase, and a grant application in place for 6 new finance academies as well (through a Foundation). The RWB will continue to demonstrate its support for these approaches and developments.
3. The RWB will continue to utilize the area WorkOne website and promote to area high schools, as it contains comprehensive user-friendly tools to assist students regarding "Effective Pathways to Education and Skills".

Pro Talent Objective 3: Engaged Workforce - *Help Hoosier communities and employers attract, engage and retain globally competitive talent from all sources, national and international.*

1. Regional strategies being developed, in place and/or intending to be sustained include:
2. The WorkOne website may act as a good fit and conduit for the "Hoosier Comeback Job-Matching Service", as described in the Accelerating Growth plan: ..." introduce a new innovative job-matching service, replacing Indiana's outmoded and overly bureaucratic system. As part of this effort, the new job-matching service should offer the capability for out-of-state Hoosier graduates to complete a career profile with an online resume. The system would then match the graduate's profile with posted jobs in an effort to identify matches. Graduates would then receive regular emails with links to the job postings, along with updates of state economic and workforce development efforts. Critical to success in this endeavor is a strong partnership with Indiana's university and college alumni offices..."
3. The RWB may promote to employers "collaborative university-based entrepreneurship programs" that have been/will be offered through IU southeast (Red Rock center).

- **What is the RWB's continuous improvement strategy?**

1. The system is based on the following values: respect, courtesy, integrity, professionalism, leadership, working together, innovation, and the desire for learning and its application. External and internal customers will be treated in a manner reflective of these values.

2. The local workforce development system will have a foundation based in continuous improvement. This continuous improvement philosophy will be the guiding principal of the Regional Operator and all WorkOne partner staff/agencies in providing "premier customer service".

3. System operational goals or project goals, which represent each basic facet of a system strategy or a project strategy, are determined. Performance measures will be set for each goal by the RWB, the RO, and/or a contractor or WorkOne staff. Sound, proper measurement of each goal's progress and outcomes are collected in various ways. The RO, related direct management (a contractor, the WorkOne leadership team, etc., as appropriate), or a 3rd party reviewer insure proper data collection. The data findings will be used to evaluate the system goal or project goal's status. Consequently, corrective actions may be developed and implemented, with further data collection and review, aiming for progress or meeting/exceeding goal measures set. If the goal is being met or exceeded, improvement may still be identified, but, more importantly, the achievement, the verified strength reflecting the goal area, will be recognized with due credit given. New goals may be created or new measures set for a current goal; the improvement process , as generally described, continues.

4. Regular monitoring activities and consequent formal corrective actions reflect a continuous quality improvement (CQI) process.
    *   Internal monitoring is performed regularly, based on monthly reports from the service providers.
    *   In addition, independent 3rd-party fiscal and program monitoring occurs annually. An integral part of these processes is guidance and consultation for "making improvements" in practices, data input, client files, project operations, etc.

5. Return on Investment (ROI) is a priority. It will drive changes/improvements in processes used by the staff and outcomes for the customers. (Employer services, Training Acceleration Grants (TAG), and Strategic Skills Initiative implementation will have an ROI focus.

    *   **How is continuous improvement being used to address quality staffing, service delivery integration and improved performance?**

A WorkOne "service-integration" strategy will be adopted, based on the principles, tenets and features and general process described in an earlier section of this Plan: **"What is the service integration strategy for increasing the integration of all WorkOne services within the restrictions that are set forth by federal and state law/policy?"**

The local workforce development system will have a foundation based in continuous improvement. This continuous improvement philosophy will be the guiding principal of the Regional Operator and all WorkOne partner staff/agencies in providing "premier customer service".

WorkOne system operational goals, which represent each basic facet of a system strategy, will be determined.*   Performance measures will be set for each goal by the RWB, the RO,

and/or WorkOne staff. Sound, proper measurement of each goal's progress and outcomes will be collected in various ways. The RO, related direct management (a contractor, the WorkOne leadership team, etc., as appropriate), or a 3rd party reviewer insure proper data collection. The data findings will be used to evaluate the system goal's status. Consequently, corrective actions may be developed and implemented, with further data collection and review, aiming for progress or meeting/exceeding goal measures set. If the goal is being met or exceeded, improvement may still be identified; but, more importantly, the achievement, the verified strength reflecting the goal area, will be recognized with due credit given. New goals may be created or new measures set for a current goal; the improvement process, as generally described, continues.

* While the CQI process is known and ready, WorkOne performance measures have not been set as yet. In part, this is due to no related WorkOne services-integration policy from DWD, as yet. Service integration strategies are difficult to shape and structure across different core partners and their respective, separate "paychecks" when no state policy or ground of formal WorkOne management authority has been established. As state-guided parameters and/or directives are set formally, operational models and strategies can be produced, with goals set and performance measured thereafter.

For example, goals might include: Increase job orders; make specific upgrades to the WorkOne website; or increase a core performance metric for a specific site team. Another basic facet of WorkOne strategy involves **Customer Satisfaction**.

Customer Satisfaction goals will be established for the WorkOne System and each WorkOne Center. All WorkOne staff are responsible for ensuring customer satisfaction. Therefore, a recommendation is made to include this aspect in all performance evaluations for WorkOne staff. As such:

- Employer satisfaction surveys will be utilized for every business client served within the WorkOne Center.
- Job-seeker customers will be encouraged to complete a brief survey card at the conclusion of services provided prior to exiting the center.

These surveys will be compiled by the WorkOne System Coordinator to provide a consolidated report for elements of customer satisfaction. Other survey methods, such as electronic tools, can be implemented, with state and RWB approval, based on coordination with approved Employment Registration Systems, as defined by the state.

Additionally, employer input will be gained by hosting focus groups and meetings with Chambers of Commerce, and conducting surveys in partnership with county/area chambers to determine employer service needs. Workforce Development Associates has negotiated a resolution with the Southern Indiana Chamber of Commerce to coordinate related workforce development services and resources for the region. Notable goals of this agreement include: 1) increasing usage of WorkOne services for employers and job seekers, 2) establishing industry sector advisory groups to address workforce development/training needs, and 3) developing a mechanism for employer input/satisfaction.

The periodic findings from these processes will be used to identify and analyze various operational strengths and weaknesses. Then, continuous improvement process:
a. Craft strategies respectively to maintain strengths and to address problem areas.

b. Address problem areas with staff involvement (acknowledgment, analysis, buy-in, brainstorming on how to improve, etc.), which is an important benefit of the team model. Corrective action, with the same or newly adjusted performance measures, is confirmed by WorkOne management, whether the actions entail staff training, an individual staff person 'performance improvement plan', change in service delivery process, adjustments in staff communications, new equipment, etc. Corrective actions are taken jointly by staff.

c. Conduct next measurements, indicating then: increase in the problem, no impacts, or improvement.

d. Review corrective action results and then take appropriate nest-step actions: With improvement, staff recognition and credit are provided. With no impact seen for the corrective action, management may adjust the actions or continue to implement as is. If the problem grows further, the CQI processes noted above are reactivated.

Standardized WorkOne service measurements will be communicated to the stakeholders, system users and the community in a WorkOne Performance Report.

WorkOne Marketing
  - **How is the RWB promoting the WorkOne system?**

To date, the RWB itself promotes WorkOne in a general manner, principally in the role of local ambassador in their home county and, as opportunities occur, in larger, regional venues. RWB members may highlight a new feature of the system, such as the Hoosier Hot50Jobs, or an area job fair.

Regional Operator staff and WorkOne partners promote WorkOne regularly; for example:
  - Office locations
  - Information Resource Areas, CS3, www.workoneregion10.com website, initial job search counseling or job search workshops, etc.
  - New facets of WorkOne (Work-Keys assessments, Hoosier Hot50Jobs, SSI promotions), or
  - Specific events (Job Fair, Business Forum).

All RO staff and WorkOne employer service staff, especially, promote WorkOne in the business community (using a sector approach) and with community institutions, such as:
  - Area Chambers of Commerce
  - Ivy Tech and IU Southeast
  - The Region 14 School-to-Work partnership (high school counselors and principals), and
  - Kentuckiana College Access Center.

As they have contact with employers, staff have business cards and use WorkOne promotional materials; new informational materials (brochures such as WorkOne services, Hoosier Hot50Jobs; SSI, etc.), and business portfolios for use with special materials (TAG or SEF grant information, etc.).

Periodically, several faith-based or community-based organizations, whom have WorkOne table-top brochure kiosks, contact their local WorkOne office and ask for various promotional materials; in effect, their kiosk materials are replenished.

Summary note: As the region's grant recipient for various workforce development funds and operations, the RWB is interested in promoting the WorkOne system. Notable constraints on such promotion exist though:

- The system itself is in such a state of change and flux, one must exercise care in what is expressed about WorkOne services and related capacity. Services are being reconfigured; new responsibilities are in play; staff capacity and other resource capacity is uncertain, (Also) changing, and/or diminishing. Reluctance to promoting occurs if the quality of the product or its reliability and/or access is uncertain.
- There are no funds available for promoting WorkOne, other than those specially designated; WIA allocation funds cannot be used for promotions or marketing. Available WorkOne promotional materials for Region 10 reflect the prior Southern 7 designation; they remain generally appropriate to sue, though aspects of the brochures are obsolete (map, locations, etc.) No such funds are available currently, other than those connected to the SSI project. Those materials do generally promote WorkOne; the materials carry the WorkOne logo and are designed to have flexible use under SSI.
- The Region 10 RWB may advocate for WorkOne promotional funds in 2007, to be designed and used more so after key aspects of WorkOne system change are largely concluded and settled, or the RWB would shape marketing approaches and various types of materials in a general, more flexible fashion (more immune to obsolescence).

- **What marketing strategy exists, not only to promote the WorkOne system, but also to increase communication between all parties including elected officials, RWB members, partners, employers, and the public?**

In 2005-2006, the workforce board accessed specially designated funds in order to develop and implement its first marketing strategy: a campaign for the WorkOne System, which included development of:
- Professional service brochures, (English & Spanish),
- Business/rolodex cards,
- Business portfolios,
- Professional billboards,
- Newsprint campaign, and
- Consistent signage for sites.

These materials and their distribution and usage promoted WorkOne significantly and also "increased (general) communication between all parties". WorkOne's presence was more greatly felt and seen, in positive ways.
With new funding, the RWB can refine its prior marketing strategy and promote the new WorkOne with quality and in a cost efficient manner.

Having stated the above:
The current marketing effort is based on utilizing current marketing materials stock and other products, such as www.workoneregion10.com and the new Hoosier Hot50Jobs information to promote WorkOne and its value-adding service offerings.
Additionally:
- The SSI project manager has had extensive and wide-ranging employer outreach and contact since Fall 2006. WorkOne is always promoted in those venues: in person, by phone, e-mail, etc.
- RO staff participate in workforce-related venues regionally such as the Chamber of Commerce's Workforce Education Council and the Region 14 Career Link South School-to-Work Partnership, promoting WorkOne services, resources and products.

- RO staff provides workforce data access to economic developers in the region and related methodology aiming to improve and ease their work in getting more accurate, meaningful and precise data responses to the 'workforce availability" queries that prospective businesses have. Indirectly, these efforts promote workforce development resources in the region and WorkOne.
- RWB Board of Director meeting packets are mailed to both local elected officials and board members in order to maintain communications regarding the region's WorkOne Employment System.
- The region's WorkOne Website is also being updated to include information regarding Regional Workforce Board of Directors, and other WorkOne activities that are available to the community.

- **How is the RWB's website used to promote the WorkOne system and increased communication?**

The RWB's site, i.e. url address and page(s), are connected directly to the www.workoneregion10.com website. *Basic RWB information is integrated into the larger WorkOne site itself.* The www.workoneregion10.com site is a dynamic, interactive and comprehensive repository of easy-to-use information on current job opportunities, trends and related training, across the whole job market, in Region 10, in the Kentuckiana area, and in the state of Indiana overall.

The WorkOne site was developed as a notable complement to regular WorkOne jobseeker and employer service offerings. The site includes:
- Basic RWB information (Drop-down menu on <u>Home</u> page)
- Much information on WorkOne in Region 10 (Drop-down menu on <u>Home</u> Page), Bi-state regional labor market job listings with links to major local employment sites,
- Extensive labor market information,
- Career exploration/assessment modules,
- Regional education and training information, and
- Community resource links.

SWOT (Strengths, Weaknesses. Opportunities and Threats) Analysis Note:
- **What are the EGR strengths, weaknesses, opportunities and threats?**

A brief summary of some of the major examples of general consensus:

Strengths	Weaknesses
Geographic – well-positioned for logistics and distribution, proximity to economic opportunity of a major metro area.	Technological and infrastructure gaps weaken rural portions of region, esp. in education availability.
Education – opportunities on both sides of the river for higher education are plentiful.	Perceived mismatch between workforce needs and goals of education, esp. K12
Diverse workforce	Despite partnerships, many partners are focused on their own narrower missions.
Strong sense of partnership within community – cooperation among Econ. Development, Workforce, Education, and Community	Uncertainty and inexperience as EGR 10 transitions into new workforce system.

Opportunities	Threats
Forging stronger cooperation and economic exchange with Louisville	Insufficient development of regional identity and cooperation – prevents coordination of resources
Take advantage of adaptable education system to build in viable workforce skills to K12	Businesses may not see importance of investing in workforce
Forge strong networks with public and private organization.	Community unprepared for workforce change.
Use funding and project opportunities provided by IN Strategic Skills Initiative	Complications and potential lack of continuity in DWD regimes makes future uncertain.

Strengths

Industry: Small to mid-size manufacturing companies are growing; some certainly advanced manufacturing.

Region:
1. "Place-based assets" – Reasonable cost of living, a "scenic area" with "lots of history."
2. Location and geographical factors
3. Part of a 5-star TDL region: interstates, water, rail, air….this critical mass acts to attract new business given the logistical advantages.
4. Our location gives us good proximity to major auto assembly plants—very desirable for tier 1 and 2 suppliers.
5. UPS presence bolsters region's strength as a logistics hub.
6. Advantage in being near Louisville airport – easy for individuals and businesses to get to locations within region from around the country and world. Other regional airports expand capacity.
7. Our central location minimizes cost of transportation.
8. Modest growth in technology parks – River Ridge Commerce center: several thousand acres for business/industry, near the interstate, adjacent to river and minutes from downtown Louisville; Clark Maritime Center
9. Region's workforce gets to tap into resources of larger bi-state regional labor force.

Workers:
1. Workforce is spoken of highly in terms of experience, knowledge and skills.
2. We have a strong work ethic (among mature workers, immigrants).
3. Diversity of workforce; age, immigrants, etc.

Education:
1. Access to information
2. Increased assess to training opportunities
3. Community learning centers – Adult ed. Scottsburg, etc.
4. Diverse post-secondary education/training. Institutions: IUS, Ivy Tech, Purdue. Ivy Tech reorganizing to operate more in a responsive workforce development mode; Purdue will have a new building in the area by 2008. Also have Webster U., Ottawa U., various colleges and universities in the larger bi-state regional economy.
5. Schools' willingness to acknowledge their role in workforce development has greatly improved.
6. Training local high school students for possible manufacturing positions such as transmission assembly and welding operations.
7. May have the best school to work collaboration across counties in Indiana! Career Link Partnership has facilitated nearly 20 HS career academies: Healthcare, Mfg. (Starting); tourism, finance, etc. HS counselors and principals; Ivy Tech, etc., are working together.

Community/Partnerships:
1. Sense of collaboration within region is positive.
2. Workforce system advocates, cooperative nature of various stakeholders, and corporate leadership are all strong.
3. Leadership within workforce/economic development arena has strong sense of commitment and energy.
4. New regional leadership has become more focused on WD issues and needs, and more action-oriented. Ex: new "One Southern Indiana" Executive Dir. & new Chancellor @ Ivy Tech.
5. Established relationships with ED and WD entities in Louisville; have worked collaboratively on Workforce Education issues/needs with Lou. Area; Ex: the Workforce Education Initiative, the "Graduate greater Louisville" Web site, strategies to help college dropouts return and finish, a regional marketing campaign for increasing educational attainment.
6. ED professionals work together to market the region: ED in Clark/Floyd area is beginning to work more regularly and productively with Louisville.
7. Working leadership at county levels is strong: for example, family literacy initiatives or early reading initiatives. At the county level, good work and funding gained (Lilly, Metro United Way, etc.).

Weaknesses

Industry: Gaps of technology: not evenly distributed, especially in rural areas. (See broadband internet capabilities, etc.)
Region:
1. Regional dialogues occur re: workforce, but in reality, fragmentation and competition exists at the county, city, school district level in multiple layers.
2. Competition for funding among school systems.
3. Transportation – lack of mass transit/effective public transportation?
4. Broadband internet communication limited in some areas. (Rural)
Workers:
1. Unmotivated workers – underemployed and under-challenged: Mismatched workers
2. Low wages in some sectors
3. Lack of semi-skilled job applicants
4. Employers speak to many workforce issues such as not enough workers, work ethic lacking, lack of people skills and abilities like independent problem solving and decision making, lack of technical skills.
5. Aging workforce with no real succession planning at most levels of business/industry
6. Low educational attainment (comparison? Is this unique to EGR 10?)
7. Lower/lagging Educational attainment – Insufficient workforce focus of ed. system
Education:
1. Limited post-secondary access* for residents in Crawford, Harrison, Scott and Washington Counties *transportation is the access limitation, lack of local visibility.
2. Lack of 4 year engineering technology/engineering programs
3. Lack of (sophisticated, specialized) manufacturing related programs at the secondary level
4. Lack of training capacity at community college due to space
5. Households in region still do not place education as top priority across the board.

Community/Partnerships:
1. In a way the region is factionalized – county-based in most ways, so little real regional energy, despite regional potential.
2. Other aspects of leadership are constrained...not much regional leadership from the public sector.
3. Lack of key relationship with key corporate leaders

Workforce System:
1. Failure of community to fully understand and utilize workforce system
Inexperienced boards
2. Uncertainty about responsibility, resources, authority, power relationship between DWD and RWB/RO.
3. This region does not appear to have accessed state funding for workforce training need as much as other regions...incumbent worker training grants seem low and modest in scale compared to other regions.

Opportunities
Industry:
1. Increased economic potential in the larger bi-state region – Example: Potential to capitalize on medical research in Louisville hospitals and universities, e.g. the move of Med-Ventures to Southern IN.
2. Global Influences: UPS impacts and ripple effects...and how that type of dynamic attracts international business interests, who ask about the status of the workforce, its skills levels, availability, etc.
3. Expansion of hospitality industry in Clark Co – potential casino construction.

Region:
1. The bridges project (IN-KY), especially an East end bridge
2. Region's proximity to major logistics infrastructure
3. Region's proximity to several major metropolitan areas
4. Technology park expansion, further utilization.
5. Affordability of housing for workers (compared to other greater Louisville area)

Workers: Aging, mature workforce and its expertise can be retooled/retained.

Education:
1. Partnership with the local high schools to teach students life skills and job skills as mentioned above
2. Purdue business incubator coming soon.
3. K12 system responsive and capable of handling workforce development needs – once they get articulated goals to work with.

Community/Partnerships:
1. Political Savvy
2. Partnerships with:
- key decision makers in private and public sectors
- unions and other employee advocates
- corporate community
- Chamber(s) of Commerce and employer community.
3. There are at least more prominent questions about the viability of a regional taxing authority for bi-state ED
4. Devising business sector/industry cluster networks. (Industry clusters forming internal alliances – building on SSI goals.) This is a more functional approach to a demand-

driven system. We likely can have good partnership with One Southern IN and other Chambers, the Community College and others toward strengthening a sector's workforce, company by company.

5. Tap Louisville Workforce colleagues (collaboratively) for further data, studies re workforce for a fraction of the cost, if any cost.

Workforce System:
1. Utilizing SSI training opportunities
2. DWD resources...if it can stabilize and operate in REAL partnership, and with reliability, that would be usage of a new resource, one we should have.
3. Garnering initiatives and resources to draw other people and talent into the workforce, such as people with disabilities, offenders re-entering the community, immigrants, etc.

Threats

Industry:
1. Companies not investing in workers; companies seeing training as a lesser priority or not a good investment.
2. Global influences, including outsourcing and automation – can be threat or opportunity, depending on skill and quality of workforce, esp. manufacturing workforce.
3. Slowing trend in automotive industry now with sales being low and minimal hiring ongoing.

Region:
1. The Bridges project not happening (esp. post-election)
2. Quality of roads, infrastructure – some roads in disrepair may threaten viability of region as logistics center.
3. The consequences of ignoring the environment and ecosystems (air quality of Greater Louisville area) – attracting new workers difficult.
4. "Aesthetics" of region – for homebuyers in particular (growing families might find challenges).

Workers: Worker shortages. Population demographics are inverting, workers aging.

Education:
1. Colleges resist desired pace, availability, "user-friendliness" of training from employers.
2. Inability of a community college to keep up with the pace of curriculum change needed to generate competent graduates with appropriate technical skills...really this affects any post-secondary institution.

Community/Partnerships:
1. Resistance to regionalism and a regional identity
2. Lack of coordinated land use plan – ED and WD combined plan makes region's ability to respond proactively to WD opportunities sketchy at best. (consequence of lack of regional ID)
3. Insufficient affordable key community support systems – elder care, child care, transportation
4. Community unprepared-ness for changing workforce.
- Generational change
- Not prepared to assimilate immigrant population
- Companies won't "step up to plate" to deal with insufficient worker quality, quantity
- Average people (parents) don't understand importance of workforce

Workforce System:
1. The lack of flexibility in workforce systems to accommodate change. – ex: Have to jump through lots of hoops to get grants; employers shun opportunities. (DWD, IEDC)
2. Area companies not accessing funding for training opportunities.
3. Potential lack of continuity in future DWD regimes
4. Failure to develop jobs for available workforce
5. "Shifting ground" in transition to new system
6. Shrinking WorkOne resources, but more required of the system.

- **How will the RWB use the strengths and opportunities to the advantage of the WorkOne system?**

1. Given the diversity of jobs available in the area labor market and projections of job growth, especially in certain business/industry sectors, WorkOne can assist more job-seekers to find employment, whether it be entry-level, skilled, or highly-skilled. <u>In effect, the RWB can use area strengths and opportunities so that WorkOne is utilized more by jobseekers and employers in ways that add value.</u>
2. WorkOne can provide more businesses with more candidates who are qualified for jobs posted. WorkOne will be able to do this more effectively and in a time/cost-efficient manner with a new, improved statewide web-based labor exchange system.
3. WorkOne in Region 10 can work to sustain its county office locations, with co-location linkage to relevant community resources, such as lifelong learning centers (Harrison, Scott and Washington counties).
4. For the unemployed, under-employed, incumbent and emergent workforces in Region 10, WorkOne can readily provide <u>upgraded</u> career exploration and guidance <u>tools</u> (in a self-service or staff-assisted mode), and also provide <u>customer-friendly information</u> on the various education/training providers available regionally. WorkOne can perform Information and Referral functions regarding education/training, to the institution's website, guidance and student support services center, etc., either electronically or in a staff-assisted mode.
5. WorkOne can regularly promote higher education attainment, given it is the key to better jobs for individual adults and a more skilled workforce for employers and the region overall. This is all the more do-able and important, given the array of post-secondary education/training resources both in southern Indiana and in the Louisville Kentucky area (compared to other regions).
6. WorkOne can use its community relationships to gain new workforce development and specific WorkOne resources respectively, to extend its positive reach to customers, to promote the importance of the emerging and incumbent workforce's increasing its skills and educational attainment (toward better jobs and better earnings), and to promote/inform the community on business/industry sectors with longer-term growth trends and the sector's related occupations and career paths/matrices. <u>Both #s 5 and 6 permit WorkOne to exhibit more prominence and value in/for the community: it s current needs and its future.</u>
7. WorkOne can gain more job orders from employers as the area economy changes, grows and expands. With economic growth and new WorkOne system resources/tools, WorkOne can take advantage of more opportunity to serve more employers in a smarter and more effective manner.
8. WorkOne can serve more workforce sub-populations/pools that will only have a growing and positive impact in meeting employer needs; for example, older workers (who may

need to be retooled in their skills), immigrant workers, persons with disabilities, and ex-offenders.

9. Economic growth, along with identified workforce needs and priorities, can permit WorkOne to engage in area strategies helpful to and value-adding for employers long term; for example, sector strategies, which, in turn, can prepare (with WorkOne doing its homework and planning) it to gain new sector-based workforce training resources.

- **How will the RWB address the weaknesses and threats in order to minimize any adverse affect on the WorkOne system?**

1. The RWB can maintain the (affordable) high-speed Internet connections it has at its full service site and Express sites.
2. WorkOne can improve the quantity and quality of its employer contact and how that contact leads to assisting employers with their HR needs more effectively.
3. The RWB can determine to have its locations 1) (stay) linked to area centers of learning (lifelong learning centers, for instance), whether via co-location or in geographic proximity, and 2) near or on main area thoroughfares.
4. WorkOne can work, adding value systematically with local/county schools regarding career exploration and guidance, and in a manner in keeping with its site and system capacity limits.
5. Via WorkOne, WIA-related services, and various regional initiatives, the RWB can assist unskilled, the lesser skilled and the under-employed to gain new skills, degrees and/or certifications. As such, WorkOne gains value for employers and jobseekers in the community, as it addresses area weaknesses and threats.
6. Given its modest regional allocation, the RWB can operate WorkOnes as cost-effectively as possible annually while aiming to sustain a quality WorkOne county presence. The RWB can also advocate regions in the lowest tier of allocation to gain additional funds (by formula adjustment), thus permitting such regions to handle the responsibilities and obligations of the RWB and RO, for example, and still have (other) funds for WIA client services and WorkOne operational costs. Regions with smaller WIA allocations have all the same obligations for administration, management and oversight, as regions with larger allocations do, but the portion of its allocation it must use, as a smaller region, leaves a dearth of resources for WIA services and WorkOne operations themselves (which are the mainstay of public sector workforce development in the first place). Such advocacy is simply to provide a level playing field for regions to meet their same respective obligations in terms of management, direct services and WorkOne operations, as well as to have enough basic capacity to respond viably to various state or federally funded opportunities. This "level playing field" does not now exist. In accomplishing this, the RWB can directly address core threats such that adverse impacts on WorkOne are not only minimized, but converted into strengths.
7. For the six-county region, the area business consultant can 1) more fully and effectively promote and assist technically with available training resources, and 2) increase the awareness of employers regarding the functional value and need of employee training/development in order for the given business to operate more competitively in its industry/market.
8. The RWB can connect more with the community college so that WorkOne resources can help those in school and those completing their education with interim and/or career-related employment respectively
9. Advocate for and partner with other resources in the area and regional community to assist workers, i.e. waged workers, dislocated workers, immigrants, etc.; for example,

using effective information and referral practices and customer-centered co-service approaches where feasible and appropriate. Such activity may keep workers employed and/or assist them individually toward other employment, post-secondary education/training enrollment, etc.

10. Increase availability of WorkOne staff who speak one or more other languages, especially Spanish.
11. Promote workforce development in the "21st century", given the fast-changing labor market and the continually growing need for skilled workers.

Overall, the RWB can work to lessen the area weaknesses and threats, over time, by building onto WorkOne service strengths proactively instead of being largely reactive to possible or likely adverse affects on WorkOne.

Grant Opportunities
- **What grants or types of grants does the RWB plans to pursue? Include descriptions of the services available under the grants and how the grants fit into the RWB's strategic plans.**

1. The RWB will seek funding to assist individuals to:
   - Build (more) marketable skills,
   - Start, continue and complete GED work and/or post-secondary education/training, and
   - Gain skilled employment in an in-demand occupation having an earnings level permitting self-sufficiency and permitting career advancement.

Such funding may be based on a _sector_-based approach with incumbent or dislocated workers, for example. It may connect with the _emergent workforce_, i.e. youth leaving High School for post-secondary training. It may reflect a _certain workforce population_ such as immigrants or ex-offenders.

2. The RWB may seek funding that sustains current WorkOne resources or builds new, needed resources for WorkOne operations and services. For example:
- New funding may permit WorkOne staff person(s) who speak Spanish; or new funding may target new tools that better assist non-English speaking customers with their employment and training needs and interests. Examples: job search software for persons who are functionally illiterate, or for persons who do not speak English or speak English as a second language.
- New funding may permit an area business services component that provides various HR services/resources in a cohesive manner. Such work certainly includes promoting grant opportunities to WorkOne business/employer customers; it also permits assistance to employers in other HR-related areas.

3. The RWB may seek funds to establish new business sector networks in the region and/or to provide related network trainings for industry leadership, management, front-line supervisors, and/or skilled workers.

In all cases, such work is in keeping with the RWB's Strategic Plan, and will be performed in a manner that fits:

- With the RWB's and Regional Operator's capacity to design, propose, submit, implement, monitor/correct, and manage, and
- In terms of containing reasonable risk to perform the functions listed in #1.

  - **What strategies are in place to promote grant opportunities to employers? Please specify any specific grant opportunities that are being promoted to employers.**

Strategies generally include:

- Training, utilizing and monitoring of designated WorkOne staff and partners, and Regional Operator staff, as available, by/through Regional Operator management, to promote workforce training opportunities. For example, such promotion may be conducted in a coordinated manner by
  a. an area business consultant,
  b. designated WorkOne staff, such as state Employer Services 5 Positions,
  c. certain WIA provider staff, Manpower staff as collocated in the full service WorkOne, or
  d. the Strategic Skills Initiative (SSI) project manager.

- Providing promotional information and a per-project knowledge base to other community partners, such as area Chambers of Commerce staff. Such staff routinely contact and visit with businesses, and such information represents other valued components in their economic development/workforce development tool-kits. It helps to foster the value of workforce training and local, state or federal resources available to help meet those employer needs or priorities.

- Promotion can occur through HR Councils at Chambers of Commerce, networking events with Chambers, colleges, etc. (job fairs, career expos, business expos, etc.), E-newsletters and conventional newsletters, usage of WorkOne materials and project promotional materials, access to radio and cable channel interviews/demos in "community affairs" (no or minimal direct cost) modes, business networks and "Summit" events, and particular community forums.

Examples of grants being promoted to employers: Training Acceleration Grants (TAG), Skills Enhancement Fund (SEF), and SSI solutions in the Manufacturing and Healthcare sectors.

Section 2 – Labor Market Information and Demographics

Much of the information for this section of the local plan should be available based on the Strategic Skills Initiative. The Labor Market Information and Demographics should present a vivid picture of the area's workforce and workforce needs. It should be the basis for both the strategic and operational plans.
Workforce Statistics

- **What does the current workforce look like statistically? This should include data on both the workforce and the job seekers.**

Based on EGR 10 2005 Highlights (most recent overview):

Region 10's population estimate for 2004 was 271,278, up 3.0 percent from the 2000 Census total. During this same time period, Indiana's total 2004 estimated population was up by 2.6 percent.

According to the 2000 Census—Educational Attainment:
- 136,648 people twenty-five years of age or over were high school graduates and/or had post-high school education, representing 79.0 percent of the twenty-five and up regional population. Of that population, 25,377 or 14.7 percent were four year college graduates or greater.
- In 2004, of the 2,263 persons graduating high school that year, 1,726 or 76.3 percent intended to go on to higher education.

Commuting Patterns:
- A total of 26,192 workers or 21.0 percent of the workforce commuted into the region in 2003. Kentucky was sending the most workers into Region 10.
- Conversely, 67,042 or 38.9 percent of the labor force commuted to work outside of the region. Kentucky received the most workers from Region 10.

Unemployment Rates:
- The estimated average unemployment rate for 2004 was 5.3 percent, above Indiana's annual average of 5.2 percent. The region's unemployment rate was based on an estimated average residential labor force of 139,410. Of that labor force 132,070 were employed and 7,340 were unemployed.
- In December 2006, the unemployment rate was 4.7%.

Employment totals and composition (see chart that follows, based on 2004 information):
- ***Note: In 2005, per STATS Indiana:*** *the Region 10 Resident Labor Force was 150,522, with 141, 874 employed (residents employed in or out of the region).* ***In the 3rd quarter 2006 (DWD Research/Analysis Dept.),*** *employment totaled 103,030.*
- **For the year 2004** there were 100,006 jobs at industries within the region. The largest employing industry in the region was trade, transportation and utilities with 28.0 percent of the total industry employment and manufacturing second at 16.9 percent. The industry showing the most growth in workers over a three year period (since 2001) was education and health services increasing by 329 workers or 4.8 percent above 2001. 15.6% of employers in the region employed 20 or more workers and those represented 76.1% of all employment.

Earnings information:
- The all industry average 2004 earnings for the region was $29,310 per year versus Indiana's $34,693.
- The regional average wage was an increase of 9.3 percent over the 2001 regional industry average wage.

- Only 1 of Region 10's 11 industry super-sectors (including government) had annual average earnings greater than the Indiana average for those industries.
- The region's manufacturing industry had the highest average earnings at $39,048 per year, with construction second at $35,073, while the industry with the lowest annual earnings number was leisure and hospitality services at $14,914.
- The same industries statewide paid an average $47, 643, $43,206, and $13,913 per year, respectively.

REGION 10 EMPLOYMENT BY INDUSTRY
2001 to 2004

INDUSTRY SECTORS (NAICS)*	2004 NO. OF FIRMS	AVERAGE EMPLOYMENT				NUMERICAL CHANGE 2001-2004	PE CH 20(
		2001	2002	2003	2004		
ALL INDUSTRIES **	6,036	100,407	99,141	98,718	100,006	-401	.
NATURAL RESOURCES & MINING	64	697	710	687	777	80	1
Agriculture, Forestry, Fishing, & Hunting	36	254	271	257	265	11	
Mining	28	443	438	430	512	69	1
CONSTRUCTION	785	5,352	5,267	5,312	5,662	310	
MANUFACTURING	410	23,025	21,523	20,979	21,145	-1,880	.
TRADE, TRANSPORTATION, & UTILITIES	1,518	22,150	22,142	21,827	21,728	-422	.
Wholesale Trade	351	2,517	2,498	2,594	2,722	205	
Retail Trade	878	13,361	13,437	13,270	13,128	-233	.
Transportation & Warehousing	252	5,715	5,667	5,436	5,306	-409	.
Utilities	37	558	540	527	572	14	2
INFORMATION	56	850	744	716	662	-188	-2
FINANCIAL ACTIVITIES	580	3,489	3,521	3,588	3,808	319	9
Finance & Insurance	367	2,560	2,712	2,790	2,931	371	1
Real Estate, Rental & Leasing	213	929	809	798	877	-52	-
PROFESSIONAL & BUSINESS SERVICES	738	5,792	6,532	6,270	6,389	597	9
Professional & Technical Services	446	1,966	1,971	1,973	1,959	-7	-
Management of Companies & Enterprises	26	309	331	303	291	-18	-
Administrative & Waste Services	266	3,517	4,231	3,994	4,139	622	1
EDUCATION & HEALTH SERVICES **	691	17,784	18,340	18,916	19,424	1,640	8
Educational Services **	107	7,042	7,276	7,570	7,685	643	8
Health Care & Social Assistance **	584	10,742	11,064	11,346	11,739	997	9
LEISURE & HOSPITALITY SERVICES	504	11,016	11,224	11,170	11,428	412	3
Arts, Entertainment, & Recreation	75	2,958	3,170	3,077	2,957	-1	0
Accommodation & Food Services	430	8,058	8,053	8,093	8,471	413	5
OTHER SERVICES	467	2,701	2,695	2,662	2,693	-8	-
FEDERAL, STATE, & LOCAL GOVERNMENT	304	18,031	17,248	17,708	17,630	-401	-

ECONOMIC GROWTH REGION 10 COMMUTING PATTERNS

Number of persons who live in Region 10 and work (labor force)	**172,**
Number of persons who live in Region 10 and work in Region 10	105,
Number of persons who live out of and work in Region 10	26,
Total number of persons who work in Region 10 (work force)	**124,**

Top five counties/States sending workers INTO Region 10:

Kentucky	1,881	
Orange County	593	
Jefferson County	553	
Jackson County	399	
Out of State	297	
Total of above	3,723	equals 3.0% of work force

Top five counties receiving workers FROM Region 10:

Kentucky	36,079	
Out of state	2,454	
Jackson County	2,006	
Jefferson County	1,828	
Dubois County	598	
Total of above	**42,965**	equals 25% of labor force

Generally, employment by sector has continued to trend as follows:

1. Finance and Insurance, Administrative and Waste Services Occupations, Education and Healthcare show notable growth in generally higher-wage occupations.
2. Manufacturing maintained a #1-#2 labor market share; however, since mid 2005, 10+ dislocations have occurred, totaling a loss of approximately 2000 jobs.
3. Retail, food services, entry-level healthcare positions and housekeeping occupations are in-demand at lower earnings levels.
4. Construction has evidenced periodic growth.

Notable characteristics of the current workforce:

1. Region 10 has experienced numerous <u>company closures and worker dislocations,</u> predominantly in the manufacturing sector, since mid 2005. A portion of these workers are taking "retirement packages". Regional enrollment in WorkOne-related Dislocated Worker services (WIA, Trade Adjustment Assistance, etc.) has increased significantly. For example, under a special Tier 2 grant, approximately 160 individuals are enrolled and in post-secondary training toward related or new careers/skilled occupations.

2. Employment growth overall in the bi-state region is due first to significant increases in the number of women in the workforce (Kyiana Works report).

3. The <u>average age</u> of the workforce continues to increase, due to "baby boomer" demographics. More 'older, experienced workers' are/will be part of the employment pool, despite large numbers of those retiring. "Retooling" of the skills of these workers is taking on greater importance. Overall, though, the size of the region's workforce is in a long-term phase of "shrinking", while workforce demands are not, regardless of whether the occupations are skilled or unskilled.

4. <u>Under-employment:</u>
   In 2005, a comprehensive research project was conducted by the Dallas, Texas research firm: Pathfinders, to quantify the extent to which UNDEREMPLOYMENT exists in this area, as well as to document the cost, skills, experience, and education of that hidden workforce. Underemployed workers are defined as such because (1) they are considering changing to a better job or job upgrade; and (2) they have the skills, experience, and education to qualify them for a job upgrade at the pay rate they specify. The Southern Indiana survey area included those locations from which workers might be drawn to a new employer. According to The Pathfinders, the availability of underemployed workers is a critical factor in selecting a location for a new operation. **Research highlights include:**

- The Southern Indiana labor shed (8 counties: Region 10, plus Orange and Jefferson Counties, Indiana) area has a population of approximately 320,500.
- The total civilian labor force in the survey area is around 179,100.
- There are currently 27,700 underemployed workers (15% of the labor force); 11,400 unemployed persons who are seeking work; and 2,200 who are not working, but are contemplating re-entering the workforce.
- Of the underemployed, 43% are high school graduates; 30% have some college; and 25% have a two year degree or higher.
- 87% are between the ages of 20-54.
- In comparison to The Pathfinders database of over 600 surveyed communities in the past 18 months, <u>Southern Indiana's underemployed workers fall within the median range in terms of their desired wages, experience and skills.</u>

In addition, The Pathfinders also interviewed senior management and human resources professionals from companies located in the labor shed about their assessment of the total workforce:

- 86% reported that worker productivity was in the excellent to good range. Compared to other communities across the nation, Southern Indiana fell within the median range of responses.
- Although productivity was cited as a strength of our workforce, employers emphasized the need for skills training.
- Nine percent of employers in the region rated the availability of skilled workers in the excellent range; 45% of employers rated such availability in the good range; and 39%

said the availability is in the fair range. Availability of technical workers was 7 %, 42% and 38% respectively.

5. The immigrant population continues to diversify and increase at a significant rate, led by 1) Hispanic and then 2) Asian households and employees (STATS Indiana 2005: 5,054 Hispanic or Latino. estimated.) This population growth, per an Indiana Youth Institute report (Winter 2004), accelerates in areas with public universities; with food processing (meat, poultry, etc.), manufacturing, construction and hospitality industries, all of which exist notably in Region 10.
6. Individuals re-entering the community from correctional facilities: This population is an increasing part of the job applicant pool; assistance is needed in order for these jobseekers to gain a successful work-life and career.
7. Thousands of adults with a disability, whether acquired or lifelong, are un/under employed.
8. In 2007, job hunting by new college graduates appears promising, with greater employment opportunity in the bi-state region, in areas such as teaching, financial services, information technology, and engineering. While preliminary in its outlook, this forecast may tend toward a lessening of "brain drain" and, thus, an increase in skilled, professional occupation opportunities in the region.
9. Younger workers (Gen X; Gen Y; the Entitlement Generation) will continue to change jobs and careers more frequently.

- **What are the workforce needs for the area's employers (current and future)?**

From the Strategic Skills Initiative (SS) perspective:
Key Industries
Region 10's Key Industries were determined to be Healthcare, Manufacturing, to a more limited degree, Transportation, Distribution and Logistics.

Critical Occupations

A number of healthcare occupations were deemed to be both critical and in current shortage (or projected to be in shortage) based on the average length of time to fill positions (ERISS survey), employer responses (Region 10 local survey), and employer comments (Region 10 forum). Those occupations and there SOC codes are:

1. Registered Nurses 29-1111
2. Licensed Practical Nurses 29-2061
3. Radiological Technicians 29-2034
4. Respiratory Therapists 29-1126
5. Occupational Therapists 29-1122
6. Pharmacists 29-1051
7. Physical Therapists 29-1123
8. Laboratory Techs (Medical & Clinical) 29-2012

The following manufacturing and logistics occupations were reasoned to be both critical and in current shortage (or projected to be in shortage) based on the average length of time to fill positions (ERISS survey), employer responses (Region 10 local survey), and employer comments (Region 10 forum).

9. First-line Supervisors/Managers 51-1011
10. Industrial Engineering Techs 17-3026

11. Computer Techs (support specialists) 15-1041
12. Welders, Cutters, Solders, & Brazers 51-4121
13. Industrial Maintenance Technicians 49-9041
14. Machinists (Metal & Plastic) 51-4041
15. Inspectors, Testers, Samplers 51-9061
16. Packaging & Filling Machine Operators 51-9111
17. Production Workers – Other 51-9199

18. Truck Drivers – CDL (Heavy Tractor-Trailer) 53-3032

General notes on workforce needs in terms of sectors and relate occupations:
In addition to the four items representing sector growth trends, based on the prior question in the LMI section:

1. The four basic levels (entry-level to advance occupations), in the Transportation, Distribution and Logistics sector represent emergent and growing needs, given the 5 star location of the geographic area, including Louisville, Kentucky, as a key part of the labor shed.
2. Construction Industry, given major infrastructure projects in the regional labor shed: Bridges, Sports Arena, River Ridge Commerce Center build-out long-term, etc.
3. Biotechnology Manufacturing, given 1) the "world class" healthcare and biotech research in the bi-state region and Region 10's proximity for locating new biotech businesses, 2) the UPS world-port facilities and 3) new medical device manufacturing business in Region 10, such as Med-Ventures.

Each of the sectors noted above reflect a steadily growing predominance of skilled occupations requiring post-secondary education/training and degrees and/or industry certifications. The region continues to exhibit the demand for skilled workers across many business/industry sectors. This phenomenon is in keeping with national data projecting the economy/labor market consisting of a majority of "Skilled Occupations".

4. However, employers have an abiding need for qualified entry-level/lower wage workers. These occupational areas, such as Retail, Food Services/Preparation, Housekeeping, Janitorial, etc. are described as low-wage in-demand jobs. These jobs represent 30-33% of the labor market.

Overall, employers have workforce needs as follows:
* Regional employer inputs continue to indicate three (3) key areas:
    1. "Soft" skills such as "work ethic" and communications, interpersonal skills; in effect, "people skills"
    2. Core academic competencies such as reading, math and writing, and
    3. Technical skills. The technical skills set, whether basic or advanced, require the core academic competencies first.
Areas 2 and 3 have been emphasized as an abiding future workforce need.
* In terms of recent employer input (11/06), the region's largest Chamber of Commerce hosted a well-attended Workforce Roundtable. A description of what employers need from workers follows, reinforcing the information above:

Motivated with a sense of purpose	Self-motivated/self-starter
Performing multiple jobs in a LEAN environment	Skilled Trades
Good attitude	Continuing 1's Education
Willingness to learn	Less union activity

Technical Skills	Skills, knowledge and ability
Dependable	Flexible Work Schedule
Work Ethic	Long-term Commitment of Workers
Workers with Character	Social Skills
Experience	Decision-Making
Dependable, honest ethical people who are trainable	Problem-Solving

Per Hoosiers by the Numbers Data (1/07), Region 10 Skills in Demand (as relates to CS3 job orders):

Rank Skill Title

1   Use Computer

2   Use Cash Registers

3   Apply Telephone Communication As Sales Tool

4   Receive Payments & Make Change

5   Use Computers To Enter, Access & Retrieve Client Data

6   Read Tape Measure

7   Use Excel Spreadsheet Software

8   Work With Persons With Mental Disabilities/Illnesses

9   Use Microsoft Word Processing Software

10   Operate Fork-Lift

11   Possess Commercial Drivers License

12   Use Sales Techniques

13   Operate Forklift

14   Work As A Team Member

14   Perform Unskilled Manual Labor Not Elsewhere Classified

16   Apply Good Listening Skills

17   Follow Detailed Instructions

18   Operate Cleaning Equipment

19   Package Shipments

20   Organize & Work With Detailed Office Or Warehouse Records

Report Date: January 28, 2007

This table was produced by Indiana Department of Workforce Development - Research and Analysis : 1/31/2007 8:04:41 PM

- **How are those employer needs for skilled employees going to be met?
  Include strategies for upgrading current worker skills and for finding
  and preparing new workers.**

A. Under SSI, Region 10 has several strategies/solutions to assist companies in upgrading
current worker skills. These include:
1. Training Assistance and Certification Programs in Industrial Maintenance,
   Industrial/Manufacturing Engineering Technology, Machinist, and Advanced
   Manufacturing Production Processes (MSSC)
2. Training Assistance in skilled healthcare occupations such as Respiratory Therapist,
   Clinical Laboratory Technician, RNs, LPNs, Radiology Technician, & Medical Assistant
3. Entry-Level Healthcare Worker Training, which prepares workers for post-secondary
   training.

B. Due to numerous worker dislocations in Region 10, especially in the manufacturing sector,
the RWB has a Tier II Dislocated Worker grant, being implemented by the region's WIA services
provider: Transition Resources Corporation (TRC). Overall, TRC works with the Tier II grant,
conventional WIA services for dislocated workers and DWD's Trade Adjustment Assistance
(TAA) resources to: 1) upgrade worker skills and credentials in his/her same occupational area,
or 2) provide education/training opportunities in a new occupational area, i.e. develop a new
career path, thus 'helping (another sector) to find new (skilled) workers.

C. WIA services are available for eligible Adults, Dislocated Workers and Youth.

D. Employer outreach and contact in the region will generally include: 1) promotional activities
on the value of worker training and related regional/state resources, 2) provision of information
(data, examples of successful projects, employer and/or employee testimonials, ROI examples,
etc.) on state-funded (DWD; IN Economic Development Corporation (IEDC, etc.) workforce
training and assessment resources such as <u>Training Acceleration Grants (TAG), Skills
Enhancement, or WorkKeys</u> Job Profiling and worker or applicant assessments, and 3)
technical assistance, on occasion, to help companies gain worker training resources.

E. The RWB will explore state and/or federal grant opportunities periodically, carefully selecting
one or more for making a regional proposal regarding incumbent worker training. A state-
funded example is the Office of Rural Affairs workforce development grant. A federal grant
example is an Ex-Offender employment and training initiative or an Immigrant employment and
training initiative ('finding and preparing new workers' effort).

F. Region 10 is fortunate to have area Adult Education resources, colleges and universities, in
southern Indiana and Louisville, Kentucky, for residents to access, thus allowing
education/training in a wide range of skilled occupational disciplines. In Region 10, these
include, notably, Prosser School of Technology, Ivy Tech, IU Southeast, Purdue, Ottawa
University, Webster University and county-based Lifelong Learning Centers (which, to some
extent, offer college credit classes "close to home"). All bi-state post-secondary institutions are
listed on the WorkOne website.

Region 10 can continue to benefit from bi-state initiatives that have been launched for the past
1-2 years, such as the HIRE Education forum, Adult Education marketing campaigns, and

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graduategreaterlouisville.com. Such initiatives represent various Southern Indiana-Louisville, Kentucky collaborations designed to assist more residents to prepare for, participate in, and/or complete their GED and/or post-secondary education/training at the Certification below Associate Degree level, the Associates Degree, or the BA/BS level. All of these initiatives:

- Have operated effectively in the direction of <u>increasing the region's educational attainment level</u>, which has been determined to be a critical indicator for the regional economy's growth and quality job creation,
- Emphasize <u>the relationship/alignment between education, skilled/in-demand occupations in various sectors and increased earnings levels.</u>
- Involve a mix of education providers, economic development and workforce development representatives and institutions, and
- Speak to various labor force populations: incumbent workers, dislocated workers, those who are un/underemployed, High School students, immigrants, etc.

A next initiative in Indiana, for example, will be similar to the Kentucky-based Go Higher campaign.

G. Promoting the value of worker training will occur as well through a partnership with one or more area Chambers of Commerce to establish one or more Sector Networks, beginning with an SSI sector: Manufacturing. Regional sector employer exchanges can be facilitated around employer-driven industry needs and "solutions", which, in turn, can produce, new, valued incumbent worker training opportunities and/or activities that assist in middle/high school student career preparation (business-education exchange; internships, curricula advising by business, etc.)

In light of the items above, <u>promotion</u> of educational attainment and new, related workforce development resources <u>can occur</u> through newspaper articles, Chamber of Commerce newsletters, various presentations in the regional community, related websites such as the region's WorkOne website with its LMI, Career Exploration and Education/Training components, cable channels, billboards, radio, etc.

H. The regional board has worked productively as a partner for several years with 1) the Region 14 Career Link School-to-Work partnership, which includes 15 school systems in a seven (7) county area of Southern Indiana, and, more recently, 2) the area's largest Chamber of Commerce on Student Career Preparation; thus, the link to 'preparing and finding new workers'. Career Link meetings are held monthly, with the school counselor and administrator attendance averaging over 20 each month. The partnership has established 14 Career Academies in High Schools (healthcare, hospitality, finance, information technology, etc.), is now establishing 6 manufacturing/pre-engineering academies and is submitting another application to establish 6 more finance academies at schools in Clark and Floyd Counties. The academies, a number of which are accredited with the leading national career academy organization, act as a high school education pipeline to post-secondary education/training in skilled, in-demand occupations in the area labor market.

Note: Area workforce development discussion in 2006 acknowledges several dynamics that reflect the complexities and challenges of workforce/education training:
1. The rate of change in how work is performed is unprecedented.
2. There is minimal time on most jobs for one to "catch up" or learn, and there is minimal time to teach.

3. Education/training institutions cannot keep up with the fast-paced need to update their course curricula, in light of changes in the labor market, technical skill sets, etc.
4. Concerns are notable regarding workers' willingness to learn, to develop their skills further. To some degree, workers are fearful of and resistant to change. Industry sectors vary in terms of requirements for training and professional development of workers. For example, teachers have additional educational requirements to meet by a certain time; accountants have training requirements annually; most manufacturing employees though have no training requirements.
5. Education and training is expensive and only getting more so. It is time-consuming.

- **What are the EGR's current and projected employment opportunities?**

As noted earlier, employment opportunities for the "resident labor force" in Region 10 are diverse, given the bi-state labor market (DWD occupational listing and 06-08 projections and overall favorable access to post-secondary education/training resources. Opportunities exist more so in certain sectors, such as financial and insurance, healthcare, education, and information technology, with relatively more growth expected in construction, transportation and logistics, biotechnology manufacturing and other <u>advanced</u> manufacturing (engineering technicians, etc.), and retail trade. Please refer back to SSI occupations listed earlier in this planning section.

The new Hoosier 50 Hot Jobs in Indiana listing, compared to area employment opportunities, generally indicates approximately 85% of those jobs are notably available in Region 10 and its larger labor market.

Current employment opportunities, i.e. 75 fastest growing jobs in Region 10 are <u>referenced</u>/estimated here, from the Region's WorkOne website:

Occupation Title	2000 Employment	2010 Projected Employment	2000 - 2010 Annual Percent Change	Estimated Annual Openings
Computer Software Engineers, Applications	60	130	8.0%	6
Computer Support Specialists	170	310	6.2%	16
Network and Computer Systems Administrators	90	160	5.9%	7
Medical Assistants	260	440	5.4%	32
Gaming Change Persons and Booth Cashiers	60	100	5.2%	9
Claims Adjusters, Examiners, and Investigators	90	150	5.2%	8
Personal and Home Care Aides	220	360	5.0%	19
Gaming Dealers	230	360	4.6%	29
Social and Human Service Assistants	200	310	4.5%	17
Home Health Aides	250	380	4.3%	19

Musicians and Singers	60	90	4.1%	4
Dental Hygienists	80	120	4.1%	6
Respiratory Therapists	80	120	4.1%	7
Speech-Language Pathologists	80	120	4.1%	8
Gaming Cage Workers	80	120	4.1%	11
Medical Records and Health Information Technicians	140	210	4.1%	12
Fitness Trainers and Aerobics Instructors	280	420	4.1%	26
Dental Assistants	150	220	3.9%	13
Special Education Teachers, Preschool, Kindergarte	110	160	3.8%	7
Amusement and Recreation Attendants	200	290	3.8%	23
Paralegals and Legal Assistants	70	100	3.6%	4
Computer Systems Analysts	210	300	3.6%	13
Education Administrators, Preschool and Child Care	50	70	3.4%	4
Computer and Information Systems Managers	130	180	3.3%	9
Pharmacy Technicians	210	290	3.3%	20
Surgeons	80	110	3.2%	4
Public Relations Specialists	80	110	3.2%	5
Securities, Commodities, and Financial Services Sa	80	110	3.2%	5
Interviewers, Except Eligibility and Loan	80	110	3.2%	7
Special Education Teachers, Secondary School	60	80	2.9%	4
Substance Abuse and Behavioral Disorder Counselors	60	80	2.9%	4
Surgical Technologists	60	80	2.9%	6
Chiropractors	90	120	2.9%	7
Landscaping and Groundskeeping Workers	710	930	2.7%	58
Clinical, Counseling, and School Psychologists	100	130	2.7%	7
Child Care Workers	800	1,040	2.7%	78
Nursing Aides, Orderlies, and Attendants	1,230	1,590	2.6%	68
Medical and Public Health Social Workers	70	90	2.5%	4

Farmworkers and Laborers, Crop, Nursery, and Green	70	90	2.5%	8
Protective Service Workers, All Other	70	90	2.5%	12
Medical and Health Services Managers	210	270	2.5%	15
Bill and Account Collectors	210	270	2.5%	15
Teacher Assistants	950	1,220	2.5%	67
Combined Food Preparation and Serving Workers, Inc	2,430	3,110	2.5%	366
Customer Service Representatives	910	1,150	2.4%	40
Insurance Sales Agents	190	240	2.4%	15
Receptionists and Information Clerks	740	930	2.3%	51
Occupational Therapists	80	100	2.3%	7
Library Technicians	80	100	2.3%	9
Property, Real Estate, and Community Association M	120	150	2.3%	6
Legal Secretaries	120	150	2.3%	7
Educational, Vocational, and School Counselors	120	150	2.3%	9
Physical Therapists	120	150	2.3%	10
Sales Managers	160	200	2.3%	8
Correctional Officers and Jailers	280	350	2.3%	21
Security Guards	560	700	2.3%	44
Teachers, Primary, Secondary, and Adult, All Other	450	560	2.2%	20
Child, Family, and School Social Workers	250	310	2.2%	11
Dispatchers, Except Police, Fire, and Ambulance	210	260	2.2%	13
Secondary School Teachers, Except Special and Voca	760	940	2.1%	64
Self-Enrichment Education Teachers	130	160	2.1%	5
Opticians, Dispensing	130	160	2.1%	7
Registered Nurses	1,650	2,030	2.1%	104
Marketing Managers	90	110	2.0%	4
Roofers	90	110	2.0%	6
Recreation Workers	140	170	2.0%	10
Welding, Soldering, and Brazing	140	170	2.0%	10

	# of Jobs 2002	# of Jobs 2012	Change	# of Jobs
Machine Setters, O				
First-Line Supervisors/Managers of Personal Servic	140	170	2.0%	11
Sheet Metal Workers	190	230	1.9%	12
Chemical Technicians	50	60	1.8%	2
Construction Trades and Related Workers, All Other	50	60	1.8%	3
Motorboat Mechanics	50	60	1.8%	3
Painters, Transportation Equipment	50	60	1.8%	3
Rehabilitation Counselors	50	60	1.8%	3
Architectural and Civil Drafters	50	60	1.8%	5

Source: Projections Unit Micro Matrix System

More notable high volume Projected employment opportunities, the top 75, are referenced through the Kentuckiana Occupational Outlook for southern Indiana, with projections to 2012.

Occupations in Surrounding Counties (IN)
Search Results: 1–25 of 733 **First Page | Next 25**   new search

	Occupation	Median Salary	Average Annual Benefits	# of Jobs in 2002	# of Jobs in 2012	Change in # of Jobs	Projected Growth 2002 - 2012	
1	Registered Nurses	$52,740	$15,347	1,713	2,219	↑506	↑29%	RELATED OCCUPATIONS
2	Retail Salespersons	$23,500	$5,640	3,486	3,924	↑438	↑12%	RELATED OCCUPATIONS
3	Combined Food Preparation and Serving Workers, Including Fast Food	$14,860	$3,031	2,824	3,166	↑342	↑12%	RELATED OCCUPATIONS
4	Customer Service Representatives	$28,260	$8,648	1,441	1,720	↑279	↑19%	RELATED OCCUPATIONS
5	Postsecondary teachers	$57,074	$16,038	851	1,125	↑274	↑32%	RELATED OCCUPATIONS
6	Nursing Aides, Orderlies, and Attendants	$22,720	$6,452	1,157	1,422	↑265	↑22%	RELATED OCCUPATIONS
7	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	$18,370	$4,317	1,593	1,846	↑253	↑15%	RELATED OCCUPATIONS
8	Waiters and	$13,740	$2,803	2,058	2,299	↑241	↑11%	RELATED OCCUPATIONS

Waitresses

9	Elementary School Teachers, Except Special Education	$40,960	$10,895	1,331	1,553	↑222	↑16%	RELATED OCCUPATIONS
10	Home Health Aides	$20,850	$5,921	382	600	↑218	↑57%	RELATED OCCUPATIONS
11	General and Operations Managers	$74,580	$22,449	1,502	1,685	↑183	↑12%	RELATED OCCUPATIONS
12	Automotive Service Technicians and Mechanics	$31,040	$9,933	829	1,007	↑178	↑21%	RELATED OCCUPATIONS
13	Receptionists and Information Clerks	$21,710	$6,643	788	957	↑169	↑21%	RELATED OCCUPATIONS
14	Personal and Home Care Aides	$17,870	$5,200	336	498	↑162	↑48%	RELATED OCCUPATIONS
15	Medical Assistants	$24,810	$7,046	273	421	↑148	↑54%	RELATED OCCUPATIONS
16	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	$50,270	$12,718	1,109	1,251	↑142	↑12%	RELATED OCCUPATIONS
17	Business Operations Specialists, All Other	$57,160	$16,634	587	725	↑138	↑23%	RELATED OCCUPATIONS
18	Teacher Assistants	$18,630	$4,751	1,128	1,265	↑137	↑12%	RELATED OCCUPATIONS
19	Maintenance and Repair Workers, General	$31,750	$10,160	1,225	1,360	↑135	↑11%	RELATED OCCUPATIONS
20	Food Preparation Workers	$18,390	$3,752	882	1,014	↑132	↑14%	RELATED OCCUPATIONS
21	Landscaping and Groundskeeping Workers	$22,000	$5,170	574	705	↑131	↑22%	RELATED OCCUPATIONS
22	Secondary School Teachers, Except Special and Vocational Education	$41,400	$11,012	960	1,089	↑129	↑13%	RELATED OCCUPATIONS
23	Truck Drivers, Heavy and Tractor-Trailer	$32,860	$10,778	2,569	2,698	↑129	↑5%	RELATED OCCUPATIONS
24	Office Clerks, General	$23,720	$7,258	2,257	2,374	↑117	↑5%	RELATED OCCUPATIONS
25	Child Care Workers	$15,590	$4,537	383	499	↑116	↑30%	RELATED OCCUPATIONS

Occupation	Median Salary	Average Annual Benefits	# of Jobs in 2002	# of Jobs in 2012	Change in # of Jobs	Projected Growth 2002 - 2012		
26 Maids and Housekeeping Cleaners	$17,400	$4,089	589	699	↑110	↑18%	RELATED OCCUPATIONS	
27 Cooks, Fast Food	$14,060	$2,868	915	1,021	↑106	↑11%	RELATED OCCUPATIONS	
28 First-Line Supervisors/Managers of Food Preparation and Serving Workers	$27,560	$5,622	832	936	↑104	↑12%	RELATED OCCUPATIONS	
29 Hairdressers, Hairstylists, and Cosmetologists	$21,790	$6,341	312	414	↑102	↑32%	RELATED OCCUPATIONS	
30 Executive Secretaries and Administrative Assistants	$32,140	$9,835	963	1,060	↑97	↑10%	RELATED OCCUPATIONS	
31 Physicians and surgeons	$150,499	$42,742	334	431	↑97	↑29%	RELATED OCCUPATIONS	
32 Counter and Rental Clerks	$19,490	$4,931	361	456	↑95	↑26%	RELATED OCCUPATIONS	
33 Truck Drivers, Light or Delivery Services	$28,070	$9,207	932	1,027	↑95	↑10%	RELATED OCCUPATIONS	
34 Police and Sheriff's Patrol Officers	$34,450	$9,267	611	704	↑93	↑15%	RELATED OCCUPATIONS	
35 Accountants and Auditors	$55,160	$17,596	659	747	↑88	↑13%	RELATED OCCUPATIONS	
36 Social and Human Service Assistants	$25,520	$6,967	261	349	↑88	↑33%	RELATED OCCUPATIONS	
37 Preschool Teachers, Except Special Education	$19,370	$5,152	231	315	↑84	↑36%	RELATED OCCUPATIONS	
38 Cooks, Restaurant	$20,180	$4,117	726	808	↑82	↑11%	RELATED OCCUPATIONS	
39 Tellers	$21,320	$6,524	445	523	↑78	↑17%	RELATED OCCUPATIONS	
40 Licensed Practical and Licensed Vocational Nurses	$35,330	$10,034	531	608	↑77	↑14%	RELATED OCCUPATIONS	
41 Team Assemblers	$29,360	$10,423	2,247	2,323	↑76	↑3%	RELATED OCCUPATIONS	
42 Middle School Teachers, Except	$40,370	$10,738	583	656	↑73	↑12%	RELATED OCCUPATIONS	

Special and Vocational Education

#	Occupation	Median Salary	Average Annual Benefits	# of Jobs in 2002	# of Jobs in 2012	Change in # of Jobs	Projected Growth 2002 - 2012	
43	Amusement and Recreation Attendants	$15,630	$3,798	210	282	↑72	↑34%	RELATED OCCUPATIONS
44	Dental Assistants	$31,220	$8,866	158	229	↑71	↑44%	RELATED OCCUPATIONS
45	Bill and Account Collectors	$27,800	$8,507	307	376	↑69	↑22%	RELATED OCCUPATIONS
46	Fire Fighters	$28,610	$7,696	278	347	↑69	↑24%	RELATED OCCUPATIONS
47	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	$15,750	$3,213	522	587	↑65	↑12%	RELATED OCCUPATIONS
48	First-Line Supervisors/Managers of Office and Administrative Support Workers	$40,490	$12,390	1,078	1,142	↑64	↑5%	RELATED OCCUPATIONS
49	Fitness Trainers and Aerobics Instructors	$22,700	$5,516	169	232	↑63	↑37%	RELATED OCCUPATIONS
50	First-Line Supervisors/Managers of Mechanics, Installers, and Repairers	$48,470	$15,510	462	522	↑60	↑12%	RELATED OCCUPATIONS

#	Occupation	Median Salary	Average Annual Benefits	# of Jobs in 2002	# of Jobs in 2012	Change in # of Jobs	Projected Growth 2002 - 2012	
51	Laborers and Freight, Stock, and Material Movers, Hand	$23,860	$7,826	2,272	2,332	↑60	↑2%	RELATED OCCUPATIONS
52	Recreation Workers	$19,300	$4,690	266	324	↑58	↑21%	RELATED OCCUPATIONS
53	Cleaners of Vehicles and Equipment	$21,370	$7,009	398	453	↑55	↑13%	RELATED OCCUPATIONS
54	Pharmacy Technicians	$23,220	$6,594	229	284	↑55	↑24%	RELATED OCCUPATIONS
55	Bartenders	$14,740	$3,007	362	415	↑53	↑14%	RELATED OCCUPATIONS
56	Computer Systems Analysts	$63,690	$18,534	200	253	↑53	↑26%	RELATED OCCUPATIONS
57	Dishwashers	$16,390	$3,344	465	516	↑51	↑10%	RELATED OCCUPATIONS
58	Computer Software	$64,100	$18,653	151	201	↑50	↑33%	RELATED

							OCCUPATIONS
	Engineers, Applications						
59	Packers and Packagers, Hand	$19,250	$6,314	943	993	↑50	↑5%	RELATED OCCUPATIONS
60	Teachers and Instructors, All Other	$28,900	$7,370	445	495	↑50	↑11%	RELATED OCCUPATIONS
61	Automotive Body and Related Repairers	$39,570	$12,662	222	270	↑48	↑21%	RELATED OCCUPATIONS
62	Laundry and Dry-Cleaning Workers	$16,500	$5,858	215	262	↑47	↑21%	RELATED OCCUPATIONS
63	Medical Secretaries	$25,770	$7,886	253	300	↑47	↑18%	RELATED OCCUPATIONS
64	Carpenters	$35,620	$11,577	886	930	↑44	↑4%	RELATED OCCUPATIONS
65	Driver/Sales Workers	$20,680	$6,783	389	433	↑44	↑11%	RELATED OCCUPATIONS
66	Financial Managers	$84,640	$25,477	350	394	↑44	↑12%	RELATED OCCUPATIONS
67	Bookkeeping, Accounting, and Auditing Clerks	$28,000	$8,568	1,406	1,449	↑43	↑3%	RELATED OCCUPATIONS
68	Dental Hygienists	$50,760	$14,416	92	135	↑43	↑46%	RELATED OCCUPATIONS
69	Network and Computer Systems Administrators	$54,230	$15,781	131	174	↑43	↑32%	RELATED OCCUPATIONS
70	Computer Support Specialists	$40,750	$11,858	246	288	↑42	↑17%	RELATED OCCUPATIONS
71	Pharmacists	$84,090	$23,882	197	239	↑42	↑21%	RELATED OCCUPATIONS
72	Physical Therapists	$63,470	$18,025	107	149	↑42	↑39%	RELATED OCCUPATIONS
73	Special Education Teachers, Preschool, Kindergarten, and Elementary School	$39,470	$10,499	195	237	↑42	↑21%	RELATED OCCUPATIONS
74	Child, Family, and School Social Workers	$31,260	$8,534	194	235	↑41	↑21%	RELATED OCCUPATIONS
75	Dining Room and Cafeteria Attendants and Bartender Helpers	$14,250	$2,907	347	387	↑40	↑11%	RELATED OCCUPATIONS

- **What are the EGR's high-demand, high-wage occupations (should come from Strategic Skills Initiative)? This must include a demand occupation list.**

From Region 10's SSI research:
1. Registered Nurses 29-1111
2. Licensed Practical Nurses 29-2061
3. Radiological Technicians 29-2034
4. Respiratory Therapists 29-1126
5. Occupational Therapists 29-1122
6. Pharmacists 29-1051
7. Physical Therapists 29-1123
8. Laboratory Techs (Medical & Clinical) 29-2012

The following manufacturing and logistics occupations were reasoned to be both critical and in current shortage (or projected to be in shortage) based on the average length of time to fill positions (ERISS survey), employer responses (Region 10 local survey), and employer comments (Region 10 forum).
9. First-line Supervisors/Managers 51-1011
10. Industrial Engineering Techs 17-3026
11. Computer Techs (support specialists) 15-1041
12. Welders, Cutters, Solders, & Brazers 51-4121
13. Industrial Maintenance Technicians 49-9041
14. Machinists (Metal & Plastic) 51-4041
15. Inspectors, Testers, Samplers 51-9061
16. Packaging & Filling Machine Operators 51-9111
17. Production Workers – Other 51-9199

18. Truck Drivers – CDL (Heavy Tractor-Trailer) 53-3032

From the Hoosier Top 50 Hot Jobs, Region 10 (and its larger bi-state labor market) has higher demand in sectors relating to healthcare, education, information technology and construction, generally, which accounts for over 50% of the occupations listed below (Specific examples— Items: 1, 2, 3, 5, 7, 13, 14, 19, 20, 22, 23, 24 ,25, 30…):

Hoosier Hot 50 Jobs Data (November 2006)

	Career Cluster	Job Title	2004	2014	Growth	%	Avg. Wage	Education	Skills (top 3)
1	People	Registered Nurses	51,900	67,300	15,400	29.7%	$49,067	Associate degree	Instructing, Time Management, Service Orientation
2	People	Postsecondary Teachers	30,490	39,550	9,150	30.0%	$45,890	Doctoral degree	Instructing, Time Management, Social Perceptiveness
3	People	Teachers, Elementary and Kindergarten	32,040	37,450	5,420	16.9%	$44,544	Bachelor's degree	Instructing, Time Management, Social Perceptiveness
4	People	Surgeons	2,450	3,000	540	22.2%	$191,580	First professional degree	Complex Problem Solving, Judgment and Decision Making, Time Management
5	Information	Computer Software Engineers,	3,920	5,670	1,750	44.7%	$65,549	Bachelor's degree	Programming, Complex

#	Category	Occupation				%	Wage	Education	Skills
	and Concepts	Applications							Problem Solving, Troubleshooting
6	People	Dentists	3,570	4,540	970	27.1%	$135,686	First professional degree	Service Orientation, Social Perceptiveness, Instructing
7	Information and Concepts	Computer Systems Analysts	7,410	9,660	2,250	30.3%	$59,976	Bachelor's degree	Complex Problem Solving, Troubleshooting, Service Orientation
8	People	Dental Hygienists	4,030	5,690	1,660	41.2%	$59,055	Associate degree	Time Management, Social Perceptiveness, Coordination
9	Information and Concepts	Network Systems and Data Communications Analysts	1,980	3,070	1,090	54.8%	$56,212	Bachelor's degree	Equipment Selection, Troubleshooting, Complex Problem Solving
10	Systems	First-Line Supervisors/Managers of Construction Trades and Extraction Workers	15,520	18,180	2,660	17.1%	$51,047	Work experience in a related occupation	Coordination, Management of Personnel Resources, Time Management
11	Information and Concepts	Computer Software Engineers, Systems Software	2,620	3,800	1,180	45.1%	$64,356	Bachelor's degree	Complex Problem Solving, Technology Design, Troubleshooting
12	People	Family and General Practitioners	3,080	3,670	590	19.1%	$140,881	First professional degree	Complex Problem Solving, Instructing, Judgment and Decision Making
13	Systems	Management Analysts	6,720	8,460	1,750	26.0%	$56,394	Bachelor's or higher degree, plus work experience	Judgment and Decision Making, Coordination, Time Management
14	Information and Concepts	Network and Computer Systems Administrators	4,400	5,890	1,490	33.9%	$50,170	Bachelor's degree	Troubleshooting, Complex Problem Solving, Service Orientation
15	Systems	Medical and Health Services Managers	6,270	7,840	1,580	25.1%	$62,163	Bachelor's or higher degree, plus work experience	Time Management, Judgment and Decision Making, Service Orientation
16	Systems	Computer and Information Systems Managers	4,560	5,730	1,170	25.6%	$73,068	Bachelor's or higher degree, plus work experience	Judgment and Decision Making, Negotiation, Management of Financial Resources
17	People	Social Workers	9,910	11,980	2,090	21.1%	$32,625	Bachelor's degree	Social Perceptiveness, Service Orientation, Time Management
18	Systems	Construction Managers	7,660	9,040	1,380	18.0%	$68,532	Bachelor's degree	Coordination, Instructing, Judgment and Decision Making
19	Systems	Property, Real Estate, and Community Association Managers	5,330	6,780	1,450	27.2%	$43,786	Bachelor's degree	Time Management, Coordination, Social Perceptiveness
20	People	Physical Therapists	3,440	4,390	960	27.8%	$61,339	Master's degree	Instructing, Time Management, Service Orientation
21	People	Lawyers	7,800	9,050	1,260	16.1%	$64,571	First professional degree	Judgment and Decision Making, Persuasion, Time Management
22	Things	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	6,290	7,770	1,480	23.5%	$35,547	Long-term on-the-job training	Troubleshooting, Repairing, Equipment Maintenance
23	Systems	Database Administrators	1,600	2,200	600	37.4%	$50,345	Bachelor's degree	Troubleshooting,

#		Occupation						Education	Skills
									Coordination, Complex Problem Solving
24	People	Occupational Therapists	2,050	2,720	670	32.7%	$56,080	Bachelor's degree	Service Orientation, Instructing, Social Perceptiveness
25	People	Industrial Engineers	5,980	7,050	1,070	17.8%	$61,530	Bachelor's degree	Time Management, Complex Problem Solving, Judgment and Decision Making
26	People	Employment, Recruitment, and Placement Specialists	3,420	4,470	1,050	30.7%	$35,994	Bachelor's degree	Service Orientation, Persuasion, Management of Personnel Resources
27	People	Radiologic Technologists and Technicians	4,280	5,370	1,090	25.5%	$43,197	Associate degree	Time Management, Instructing, Coordination
28	People	Paralegals and Legal Assistants	2,940	3,870	930	31.7%	$35,160	Associate degree	Time Management, Coordination, Judgment and Decision Making
29	People	Fire Fighters	6,780	8,140	1,360	20.1%	$37,175	Long-term on-the-job training	Coordination, Equipment Selection, Equipment Maintenance
30	Things	Medical and Clinical Laboratory Technologists	3,440	4,320	880	25.7%	$45,355	Bachelor's degree	Quality Control Analysis, Equipment Maintenance, Troubleshooting
31	People	Computer Support Specialists	7,800	9,180	1,380	17.6%	$34,267	Associate degree	Troubleshooting, Instructing, Complex Problem Solving
32	People	Physical Therapist Assistants	1,480	1,980	500	34.1%	$42,452	Associate degree	Time Management, Instructing, Social Perceptiveness
33	Information and Concepts	Surgical Technologists	2,230	2,940	710	32.0%	$35,483	Postsecondary vocational training	Equipment Selection, Coordination, Instructing
34	Systems	Cost Estimators	4,900	5,810	910	18.5%	$50,799	Bachelor's degree	Time Management, Management of Personnel Resources, Equipment Selection
35	People	Medical and Clinical Laboratory Technicians	3,740	4,670	930	24.8%	$31,311	Associate degree	Equipment Maintenance, Time Management, Instructing
36	Systems	Marketing Managers	2,370	2,800	430	18.1%	$69,111	Bachelor's or higher degree, plus work experience	Coordination, Judgment and Decision Making, Time Management
37	People	Clinical, Counseling, and School Psychologists	1,570	1,990	420	26.5%	$52,634	Master's degree	Social Perceptiveness, Time Management, Negotiation
38	Things	Bus and Truck Mechanics and Diesel Engine Specialists	7,070	8,240	1,160	16.4%	$35,523	Postsecondary vocational training	Equipment Maintenance, Troubleshooting, Repairing
39	People	Respiratory Therapists	3,290	4,030	740	22.5%	$42,850	Associate degree	Instructing, Time Management, Operation Monitoring
40	People	Civil Engineers	3,080	3,590	500	16.3%	$57,152	Bachelor's degree	Complex Problem Solving, Judgment and Decision Making, Negotiation
41	People	Social and Community Service Managers	2,110	2,610	500	23.8%	$40,944	Bachelor's degree	Social Perceptiveness, Time Management,

								Instructing
42	People	Educational, Vocational, and School Counselors	3,780	4,450	670	17.6%	$42,025	Master's degree	Social Perceptiveness, Service Orientation, Time Management
43	Systems	First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers	3,490	4,190	690	19.8%	$34,556	Work experience in a related occupation	Management of Personnel Resources, Time Management, Coordination
44	People	Cement Masons and Concrete Finishers	4,860	5,690	830	17.1%	$33,088	Long-term on-the-job training	Coordination, Complex Problem Solving, Equipment Selection
45	People	Legal Secretaries	4,330	5,140	820	18.8%	$29,941	Postsecondary vocational training	Time Management, Judgment and Decision Making, Coordination
46	People	Public Relations Specialists	3,570	4,210	640	18.0%	$37,116	Bachelor's degree	Judgment and Decision Making, Time Management, Persuasion
47	People	Training and Development Specialists	3,510	4,120	610	17.3%	$37,961	Bachelor's degree	Time Management, Instructing, Service Orientation
48	People	Market Research Analysts	2,450	2,860	410	16.6%	$44,463	Bachelor's degree	Time Management, Coordination, Judgment and Decision Making
49	People	Dietitians and Nutritionists	1,600	1,910	320	19.8%	$41,536	Bachelor's degree	Instructing, Time Management, Judgment and Decision Making
50	Things	Structural Iron and Steel Workers	1,990	2,300	310	15.7%	$48,434	Long-term on-the-job training	Installation, Equipment Selection, Operation and Control

The region's in-demand occupations listing follows:

Region 10 Workforce Board
GROWTH & DEMAND OCCUPATIONS
July 1, 2006

ADMINISTRATIVE, EXECUTIVE AND MANAGERIAL
Administrative Services Manager
Advertising, Marketing & Public Relations
 Manager
Community & Social Services Manager
Computer, Information & Network
 Systems Administrator & Mgr
Construction Manager
Education Administrator
Engineer, Math & Natural Science Mgr
Financial Manager
Food Service and Lodging Manager
General Manager and Top Executive
Health & Medical Services Manager
Industrial Production Manager
Labor Relations, Personnel & Training
 Manager
Property & Real Estate Manager
Sales Manager

PARAPROFESSIONAL, PROFESSIONAL AND TECHNICAL
Accountant & Auditor
Audiologist

Biomedical Technologist
Building & Construction Inspector
Cardiovascular Technician
Civil Engineer
Clinical & Medical Lab Technician
Clinical, Counseling & School
     Psychologist
Coach & Instructor, Sports
Commercial & Graphic Artist
Compliance & Inspector Officer
Computer Aide & Programmer
Computer Engineer
Correctional Jailer & Officer
Counselor
Credit Analyst
Dental Hygienist
Dentist
Designer
Development & Training Specialist
Dietetic Technician
Editor & Writer
Electrical and Electronic Engineer
Emergency Medical Technician
Employment Interviewer
Fire Fighter
Graduate Assistant, Teaching
Health Diagnosing & Treating Practitioner
Healthcare Practitioner & Tech Worker
Human Service Worker
Industrial Engineer
Instructional Coordinator
Law Clerk & Paralegal
Lawyer
Licensed Practical Nurse
Loan Counselor & Officer
Management Analyst
Mapping & Survey Technician
Massage Therapist
Mechanical Engineering Technician
Mechanical Engineer
Medical Records Technician
Nursing Instructor
Occupational Therapist
Operations Research Analyst
Pharmacist & Technician
Phlebotomist
Physical Therapist
Physician
Police & Sheriff's Patrol Officer
Psychiatric Technician
Psychologist
Public Relations Specialist
Purchasing Agent
Radiology Technologist
Recreation Worker
Registered Nurse
Respiratory Therapist
Social Worker
Speech Pathologist
Surgical Technician

Systems Analyst
Teacher
Teachers Aide, Paraprofessional

MARKETING AND SALES
First-Line Supervisor, Retail Sales
Sales Agent, Advertising
Sales Agent, Business Services
Sales Agent, Insurance
Travel Agent

ADMINISTRATIVE SUPPORT & CLERICAL
Account & Bill Collector
Adjustment Clerk
Central Office Operator
Computer Operator
Computer Support Specialist
Cost Estimator
Database Administrator
Dispatcher: Ambulance, Fire, Police
Dispatcher: Other
Expediting & Production Planning Clerk
First Line Supervisor, Clerical
General Office Clerk
Legal Secretary
Medical Secretary
Real Estate Clerk
Receptionist
Residential Counselor
Secretary
Tax Preparer

SERVICE
Baker
Bus Driver, School
Child Care Worker
Cook
Correctional, Physical Therapy Assistant
Dental Assistant
Detective & Investigator
Education, Library Worker & Trainer
First-Line Supervisor, Food Prep & Serve
First-Line Supervisor, Personal Services
Gaming Services
Guard
Healthcare Support Worker
Home Health Aide
Medical Assistant
Nursing Aide & Orderly
Personal Home Care Aide
Teacher Aide

CRAFT, PRECISION, PRODUCTION, & REPRODUCTION
A/C, Heating & Refrigeration Mechanic
Automotive Body Repairer
Automotive Mechanic
Brick & Stone Mason
Bus, Diesel & Truck Engine Mechanic

Carpenter
Concrete & Terrazzo Finisher
Construction Trades Worker
Data Processing Equipment Repairer
Die & Tool Maker
Drywall Installer, Plasterer & Taper
Electrician
Farm Equipment Mechanic
First Line Supervisor
Grader, Inspector, Sampler, Sorter, Tester
    & Weigher
Industrial Machinery Mechanic
Insulation Worker
Maintenance Repairer
Mobile Heavy Equipment Mechanic
Mobile Home Installer & Repairer
Painter & Paperhanger
Paving, Surfacing, Tamping
Pipe Fitter, Pipe Layer, Plumber &
    Steamfitter
Precision Woodworker
Roofer
Septic Tank & Sewer Servicer
Sheet Metal Duct Installer
Wood Machinist

FABRICATORS, LABORERS & OPERATORS
Chauffeur & Taxi Driver
Coating, Painting Setter/Op
Combination Machine Tool Set/Op
Cutter & Welder
Electrolytic Coater & Platter
Fiberglass Fabricator & Laminator
Helper: Brick & Mason
Helper: Carpenter & Roofer
Helper: Pipe Fitter, Pipe Layer, Plumber &
    Steamfitter
Machine Assembler & Builder
Machine Operator & Tender, Metal &
    Plastic
Metal & Plastic Worker
Metal Fabricator
Metal Molding Setter/Op
Numerical Control Machine Tool Setter/Op
Painting Machine Operator/Tender
Plastic Casting & Molding Setter/Op
Printing Machine Operator
Refuse Collector
Truck Driver, Heavy & Light
Vehicle Equipment Cleaner

- **What are the job skills necessary to obtain the employment opportunities especially in high demand, high wage opportunities?**

This has been answered generally in the section: **What are the workforce needs for the area's employers (current and future)?** A key synopsis from that section is restated here, given its continuing and greater relevance regarding job skill needs, especially in high-demand, high-wage jobs. Also notable is its strong content alignment of this restatement with a 2004 national INTEL presentation on U.S. student status and competency levels, with international comparisons:

> Regional employer inputs continue to indicate three (3) key areas:
> 1. "Soft" skills such as "work ethic" and communications, interpersonal skills; in effect, "people skills"
> 2. Core academic competencies such as reading, math and writing, and
> 3. Technical skills. The technical skills set, whether basic or advanced, require the core academic competencies first. *(Many technical skill sets are learned/gained only through post-secondary education/training).*

> Areas 2 and 3 have been emphasized as an abiding future workforce need.

In addition,
1. Hoosier Hot 50 Jobs (in the prior plan section):
   - Indicates that 44 of the 50 **jobs (88%) listed require post-secondary education/training** ranging from "first Professional degree" to "Doctoral degree", and
   - Indicates the top 3 skills required for each occupation. The skills profile per job is based on Indiana's new Basic Skills/career clusters: Working with People Skills, working with Things Skills, Working with System Skills, and Working with Information & Concepts Skills.
2. Occupational listings (prior plan section) on the region's WorkOne website and Kentuckiana Occupational Outlook respectively provide extensive skills-needed information/profiles, per in-demand occupation. Their web-links to and/or direct usage of DOL O'Net information are embedded in the listing in this electronic document for DWD, RWB and other regional stakeholder view.

- **What is the educational attainment for the populous, including secondary and postsecondary education in the area/region and current high school graduation rates?**

<u>2000 Census Information (Population 25 yrs. and older):</u>
High School Diploma Rate in Region 10:	79%
Some College, No Degree:	20.7% (35,761 persons)
Associates Degree:	5.8% (10, 132 persons)
Bachelor's Degree:	9.3% (16,081 persons)
Graduate or Professional Degree:	5.4% (9,296 persons)

<u>Louisville MSA (included Clark, Floyd, Harrison and Scott Counties)/2000 Census data:</u>
Adults with HS Diploma or higher-81.3%   Bachelor's Degree or higher-22.2%

2004 High School Graduates Higher Education Intent:
76.3%   (55.6%-4 yr. institution; 14.1%-2 yr. institution; 6.5%-Voc./Tech. Institution)

2005-2006 High School Graduation Rates (average of all High Schools, per County):

County	Grad. Rate	# Schools
Clark	76.3%	7
Crawford	74.1%	1
Floyd	75.9%	2
Harrison	85.1%	4
Scott	66.5%	2
Washington	76.2%	3
Regional Avg.	75.7%	

Highest schools' Rates: Silver Creek; Floyd Central; Lanesville; South Central
Lowest Schools' Rates:: Austin; New Albany; New Washington; West Washington

Regional Post-Secondary Educational Attainment Increases Indicators:
Louisville MSA Enrollments (includes Clark, Floyd, Harrison and Washington Counties):
- Assoc. Degree-granting institutions only: 2000—14,594 persons; 2004—19,799 persons
- Undergraduate institutions only: 2000---27,485 persons; 2004---29,076
- Graduate Level: 2000---6,735 persons; 2004---7,856 persons

Louisville MSA Degrees (includes Clark, Floyd, Harrison and Washington Counties):
- Awards/Certificates below Associates Degree Levels:
  2001—1,020 persons; 2004---1,689 persons
- Associates Degrees: 2001---1,574 persons; 2004---2,081 persons
- Bachelor's Degrees: 2001---3,237 persons; 2004---3,623 persons
- Graduates Degrees: 2001---1,823 persons; 2004---2,286 persons

Other Growth Trends:
- Ivy Tech Enrollments, Fall Semester: 2000---1,933 persons; 2004---3,050 persons
  (1-2 yr. Degrees and Certification programs at ITT Technical Institute, Spencerian
  College and Sullivan University (all in Louisville, Ky.; all serving IN residents as well) saw
  significant growth)
- Ivy Tech Awards below Associate Level: 2001—67 persons; 204---110 persons
  (Much growth at IUS (10 up to 41 persons), Spencerian College, Jefferson Community
  College and Jefferson Technical College)
- Ivy Tech **Associates Degrees** awarded: 2001---143 persons; 2004---211 persons
  (Much growth also at Spencerian College, Sullivan University and Jefferson Community
  College)
- **IU Southeast Bachelors Degrees awarded**: 2001---505 persons; 2004---622 persons
- **IU Southeast Masters Degrees awarded**: 2001---157 persons; 2004---264 persons

Workforce Data Needs

- **What workforce data is needed for the EGR related to workforce development and economic development? Provide suggestions for the collection and dissemination of this data.**

Data needed for the items noted below may already be available. **Easy-to-use, quick access canned or customizing query reports** would be helpful herein for both economic development and workforce development professionals:

1. Data reports on the available related workforce by sector and sub-sector, by county and as a regional aggregate, with information on related occupations (titles), wages and educational level required for the position. A further specific data report that would link the above to the size and personnel scale of the specific business prospect may be available through a program called Jobs EQ. Regarding the above, such information is not available (as far as is known) through Local Employment Dynamics (LED). We have heard positive general comments made regarding such information via state systems in Texas, Florida, Minnesota, and California.
2. Annual regional data on underemployment as well as unemployment; for example: related sector, sub-sector occupational and educational experience of those defined as underemployed and unemployed.
3. Data on those with "some college/no degree": How many with 1-30 credit hours; 31-60 credits; 61-89 credits; and 90+ credits. Such data and respective college/university student information can combine with a regional strategy aiming at assisting more residents in this category to complete their degree/certification work, especially those with 30+ hours working toward an Associates Degree, and those with 90+ credit hours working toward a Bachelors Degree. Such a strategy is being explored by a group of college and universities in southern Indiana and the Louisville, Ky. Area.

In each case, the most recent/real time data is preferable. For example: For usage in 1st quarter 2007 (compared to data from 2003 or 2004 only), new business location prospects in the region would be able to receive 2006 information from economic development personnel, with a 12-24 hour turnaround regarding item 1.

Generally, the Region recommends DWD/IEDC's proceeding with: **"Launching an Indiana Economic Intelligence Initiative:**

- What is the quality of the available and appropriately skilled workforce in an Indiana region that is competing for a company relocation?
- What existing vacant jobs would be a good fit for skilled employees who were part of a substantial layoff? What customized training could be developed in advance of a potential mass layoff?
- Which Indiana graduates and employees are leaving the state and where are they going?
- What jobs and skills should our community college design its curriculum to meet?

These are all questions that cannot be easily answered as there is currently no centralized effort to collect, analyze and communicate such meaningful intelligence....In order to provide meaningful and timely intelligence and guidance for policy leaders, local economic development officials, workforce development professionals and other key stakeholders, the Economic Intelligence Initiative should be created, initially within DWD. DWD has perhaps the largest

repositories of under-tapped data and is currently pursuing strategies to make that data more accessible. This initiative, leveraging existing federal and new state funds and working in conjunction with Governor Daniels' statewide data initiative and the IEDC, would be responsible for the centralized collection, analysis and dissemination of meaningful economic and workforce intelligence.

Section 3 – Governance and Structure

The RWB must present a relationship chart that shows the interrelationships between the major entities in its workforce development system including the Chief Elected Official, the RWB, the Fiscal Agent, the Service Providers and the primary partners. It must also identify the primary committees, councils and workgroups that support the RWB including the purpose and short-term & long-term objectives for each entity.

Each WIA service provider for the EGR should be identified including the programs administered and the geographic area covered by the service provider. This must be presented in a matrix format.
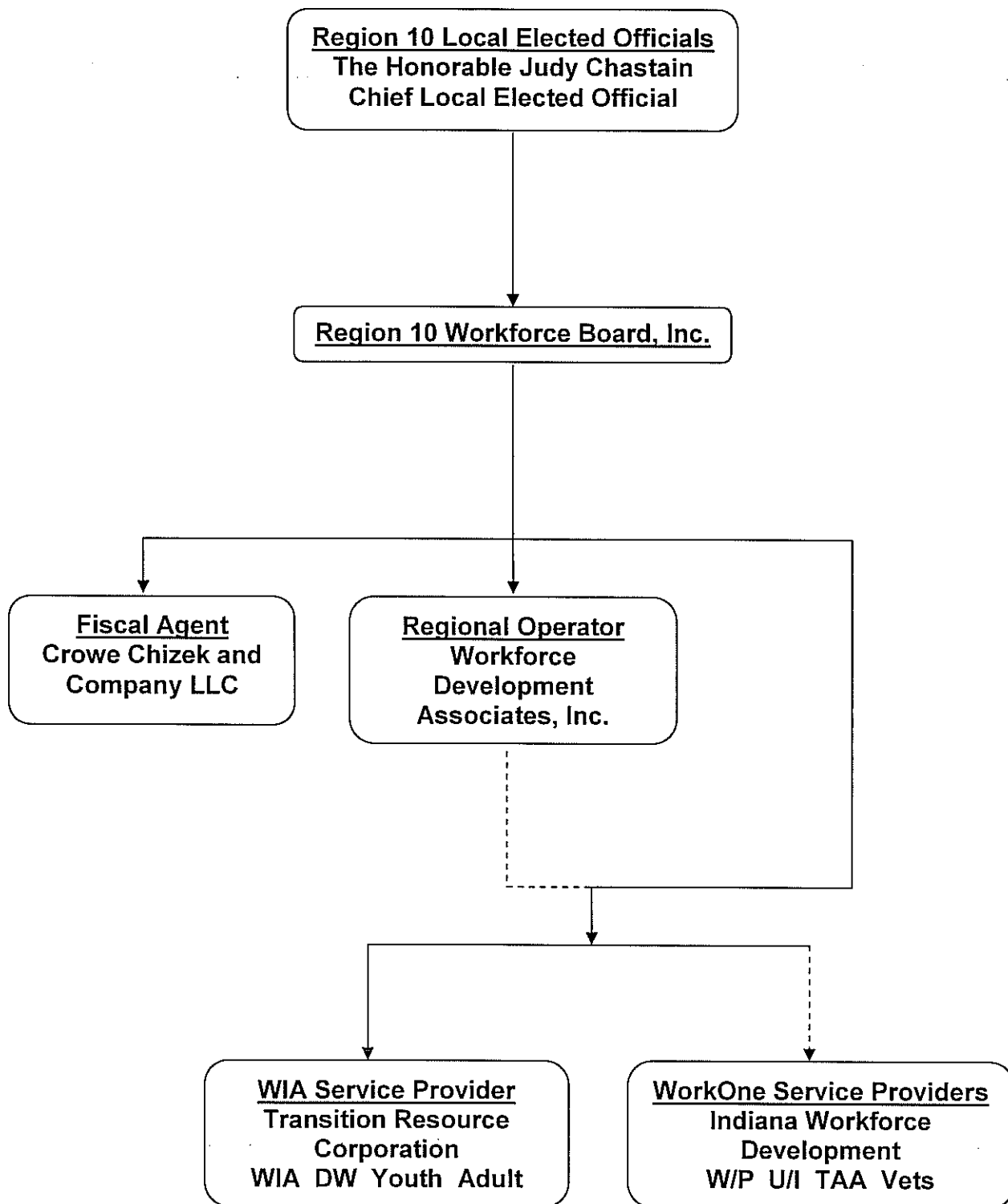
Notes:
1. Region 10 has one Workforce Investment Act (WIA) service provider: Transition Resources Corporation (TRC). TRC delivers all WIA services in all six (6) counties: Adults, Dislocated Workers and Youth, as well as special Tier 2 dislocated worker services, in light of the numerous company closures and dislocations in Region 10, beginning with Tower Automotive's 500+ employees in mid 2005.
2. To date, on the 14 member Regional Workforce Board, board members have determined to handle all matters as one working group; thus, no committees or councils have been established. However, the RWB is currently revising its bylaws. The new bylaws permit the establishing committees or task forces, based on RWB need, requirement or priority.

Region 10 Local Elected Officials
The Honorable Judy Chastain
Chief Local Elected Official

Region 10 Workforce Board, Inc.

Fiscal Agent
Crowe Chizek and
Company LLC

Regional Operator
Workforce
Development
Associates, Inc.

WIA Service Provider
Transition Resource
Corporation
WIA DW Youth Adult

WorkOne Service Providers
Indiana Workforce
Development
W/P U/I TAA Vets

Section 4 – Operational Plans

A description of the one-stop (WorkOne) delivery system must be described with an emphasis on how it will address the workforce needs of the area. Details on how it will address business needs and workforce skill shortages are essential.

WIA Service Plan
- **What Adult, Dislocated Worker and Youth employment and training services are available in the EGR? This is not limited to services through the WorkOne system.**

1. Employment and Training services are available through the WorkOne service centers.
    - The centers are comprised of core service partners: the Indiana Department of Workforce Development, **WIA services**, Veterans' Services, and Trade Adjustment Assistance.
    - WIA services are available through the WorkOne full service center, as well as an express site in each county of the EGR.   In addition, WIA services are offered at access sites at the New Albany Housing Authority and NAACP office in Jeffersonville.
    - Other WorkOne partners, who offer employment services and/or training services in Region 10, include: Vocational Rehabilitation, Experience Works (senior workers program), Ivy Tech Community College, Adult Education, Community Action of Southern Indiana, and Community Rehabilitation agencies (Rauch; Bridgepointe; New Hope, and Blue River Services), and Manpower.
2. Twenty (20) private sector employment agencies are identified in Region 10, such as ADECCO, HR Affiliates, Hubbuch Staffing, Employment Plus, Personnel Management, Kelly Services, Paula York, Labor Ready, Manpower, and Wahl I.T. staffing.

The organizations and companies above also serve Adults, Dislocated workers, and Older Youth (young adults); for example, the generally offer: career guidance, career assessment, job readiness training, short-term skills training, job search, job placement, and, in certain instances--support service after placement.

3. Regarding Education and Training services, which are accessible to residents and WorkOne customers in Region 10, and serve Adults, Dislocated Workers and/or Youth, a listing is provided below from the www.workoneregion10.com website:

Provider Name	City	State	Zip Code
Accent Training	Jeffersonville	IN	47130
All American Cdl Training Llc	Clarksville	IN	47129
Ameri-mex Training Center Inc	Clarksville	IN	47129
Ameri-mex Training Center Inc.	Clarksville	IN	47129
Bellarmine College	Louisville	KY	40205
Blue River Services Inc.	Corydon	IN	47112

Bridgepoint Goodwill Industries And East	Clarksville	IN	47129
Community Action Southern Indiana, Inc.	Jeffersonville	IN	47130
Conner Jeweler's School	New Albany	IN	47150
Decker College of Business Technology	Louisville	KY	40203
Delta Career Academy	Jeffersonville	IN	47130
Drive Tek, Transmission Training Academy	Jeffersonville	IN	47130
Harrison Health & Rehabilitation Center	Corydon	IN	47112
Health Institute of Louisville	Louisville	KY	40202
Healthcare Educ. And Training Consult. D	Clarksville	IN	47129
In University Southeast	New Albany	IN	47150
Indiana Wesleyan University Louisville	Louisville	KY	40212
Interior Design Institute	Louisville	KY	40218
Iron Workers Joint Apprenticeship Traini	Louisville	KY	40217
ITT Technical Institute	Louisville	KY	40223
Ivy Tech State College - Sellersburg	Sellersburg	IN	47172
Jefferson Community College	Louisville	KY	40202
Jefferson Technical College	Louisville	KY	40203
Kentucky School of Pet Grooming	Louisville	KY	40213
Knight School of Welding	Louisville	KY	40299
L & D Mail Masters	New Albany	IN	47150
Learning Masters	New Albany	IN	47150
Louisville School of Massage	Louisville	KY	40222
Louisville Technical Institute	Louisville	KY	40218
Marine Technician Training Center	Louisville	KY	40218
McKendree College	Louisville	KY	40299
Mid-america College Of Funeral Services	Jeffersonville	IN	47130
Mid-america College Of Mortuary Science	Jeffersonville	IN	47130
Midwest Bartenders School	Louisville	KY	40233
National College Of Barbering	Crestwood	KY	40014
Nurse Tech	Sellersburg	IN	47172
Nurses On Call, Llc	Clarksville	IN	47129
Ottawa Univeristy	Jeffersonville	IN	47130
Paris Office Systems	Clarksville	IN	47129
Prosser School Of Technolgy	New Albany	IN	47150
Prosser School of Technology	New Albany	IN	47150

Purdue University Of Technology - New Al	New Albany	IN	47150
Sellersburg Nurse Aide Training & Testin	Sellersburg	IN	47172
South Central Career Center	Hardinsburg	IN	47125
Spalding University	Louisville	KY	40203
Spencerian College	Louisville	KY	40216
Sullivan College	Louisville	KY	40205
Sullivan University	Louisville	KY	40205
Truck America Training Llc	Shepherdsville	KY	40165
Truck Driving Cdl Training Center	Clarksville	IN	47129
University of Louisville	Louisville	KY	40292
V-taps	Jeffersonville	IN	47130

Source: State Training Inventory

- **What is the availability (capacity) for each of those services?**

This is an enormous question. SSI research methodology included processes with education/training services, i.e. colleges, universities and private providers. When queried, these entities typically did not offer information, or did so <u>later</u>. A clear picture of training capacity across a number of institutions is difficult to obtain. General estimates, based on available information, can be made, taking into account seasonal fluctuations in availability and capacity of specific training programs and an error band (SEM) around an estimate.

- Regarding core partner services in the WorkOne system itself, WIA Adult and Youth services have further capacity to serve eligible clients in Region 10.
- Tier 2 training services for dislocated workers have a degree of further capacity.
- Trade Adjustment Assistance (TAA) training services for dislocated workers, as administered by WorkOne case management staff, is being spread to more staff, given TAA now has 265+ clients enrolled, much more than one formally designated staff person can properly handle.
- The RO is not aware of waiting lists other core, or more peripheral, WorkOne partners have. Availability of employment services appears sufficient at this time. As well, for many of these services, capacity varies with the needs of the clientele.
- Private sector employment services likely have no capacity issues. Their services are readily available.
- In terms of the wide range of education/training services:
    1. Education/training services generally do not have issues with programs or coursework being available, except in cases where demand exceeds capacity.
    2. Generally, capacity issues are seen in allied life science-based trainings, in the healthcare sector: RNs, Respiratory Therapy, Occupational Therapy, etc.

- ▪ **What services are available through the local WorkOne system? Provide a brief description of the services available with the eligibility criteria. Also include a matrix showing services by WorkOne centers and Express sites in the EGR.**

Services for Individuals

The services available at each WorkOne in Region 10 Center are designed to meet the requirements of the Workforce Investment Act (WIA). The full-service center in New Albany provides tiers of services: core services, intensive services, and training services, U/I services, and a range of employer services. WorkOne Express sites provide a more limited range of core, intensive and training services. (See services by location chart).

CORE SERVICES: These services include job search and placement assistance (including career counseling); labor market information; initial assessment of skills and needs; information about available services; and follow-up services for those who have been placed in jobs.

Core services also include self-access and informational services that may be available in resource rooms or online, including:

- **Self-access assessment and career planning tools** – Including interest and skill inventories, informational videos on career choices, and software to help write resumes.

- **Labor market information** – Including unemployment rates and projected employment trends within the area, state and nationally; current and projected wages for specific occupational fields; and listings of employers in specific industries.

- **Job listings** – either computerized or on paper.

- **Electronic resume banks** – Where you can post your resume for viewing by employers.

- **Information about education and training providers** – Including libraries that contain brochures, course catalogues and applications for educational institutions in your area. Many centers also provide information about institutions that provide training for specific careers.

- **Tutorial programs** – Including computer-based instruction in skills such as typing, or using computer software programs.

- **Office support products and services** – Such as telephones, copiers, fax machines, word processors and printers, enabling users to respond immediately to job leads they find when accessing other center services.

INTENSIVE SERVICES: Intensive services are similar to core services, but more specialized. These services may include:

- Comprehensive assessment
- Individual counseling and career planning

- Case management
- Group career workshops
- Follow-up services

Generally, a customer is only eligible for intensive services if he/she cannot find work using core services alone. The customer becomes a WIA client, for example, and is case-managed. A WIA client may have need of one or more support services while working to achieve his/her employment and/or training goals.

Some customers will be allowed to access intensive services directly if they have been determined by WorkOne to be in need of more specialized services in order to find - or keep - a job.

TRAINING SERVICES: A customer may receive training services only if he/she is eligible for/in intensive services and either demonstrates or is assessed as being unable to find or retain a job through intensive services alone. If the customer is eligible for training services, he/she has an Individual Training Account (ITA). He/she can then choose from a statewide list of eligible institutions that provide the education/training needed for employment in an in-demand, skilled occupation.

WorkOne also has specialized services 1) for Veterans and 2) for youth, under the Workforce Investment Act (WIA), ages 16 to 24.

Services for Employers

WorkOne provides various services to employers to help them maximize their businesses. Employers can utilize WorkOne to access the following services:

- Employee recruitment and screening
- Posting job openings on local, state and national websites
- Receiving and forwarding applicant resumes
- Prescreening and referral of qualified job seekers
- Tax credit information
- Labor market information
- Labor law compliance information
- Additional resources on issues that affect employers

Intensive employer services may also be provided, including job profiling, individual recruitment plans, group and individual counseling, skill assessment and occupational profiling, and employer seminars.

WorkOne staff also provides on-site information and assistance to employers that are downsizing and to their affected employees. Employers who are projecting layoffs of 50 or more workers are eligible for assistance through the Rapid Response program. Services targeted at affected workers can include career counseling, assisted job search, career seminars and career clubs, and referrals to Unemployment Insurance resources.

Region 10 WorkOne Services By Location

Eligibility Criteria given when applicable, under specific items. If not given, there is no 'eligibility criteria'; the service is "universal".

	Floyd	Clark	Harrison[1]	Scott[1]	Crawford	Washington[2]
1. Individual Resource Area						
2. WorkKeys/KeyTrain		3	3	3	3	3
Mostly available to all, but some testing must be employer-driven						
3. CS3						
4. WOTC/WTW		3	3	3	3	3
Hire employees in one of the 8 target groups						
5. Uplink						
6. Resume Assistance						
7. Budget Planning and Life Skills						
8. Career Counseling		3	3	3	3	3
9. Access to Education and Training Funds		4	4	4	4	4
10. Case Management						
VETS: Veterans Status TAA: Loss of job due to overseas move WIA Adults: 18 or older WIA Dislocated Workers: Laid off; self employed but hurt by economy; displaced homemaker WIA Youth: 14-21; low income; other barriers Eligibility follows WIA and TAA legislation/require.						
11. Referral to Other Agencies						
12. Disability Access						
13. Labor Market Information		3	3	3	3	3
14. Skills Enhancement Workshops		3	3	3	3	3
15. Local Telephone Calls						
16. Local Fax Service						
17. Copy Service						
18. Job Fairs		3	3	3	3	3
19. Employer Services						
20. Business Services						
Planned, announced layoff of substantial portion of company workforce						
21. Training Assistance Grants		3	3	3	3	3
Demonstrate training will result in certification and meet one of four TAG objectives						
22. Self-Directed Computer Training						
23. Veterans' Assistance		5	5	5	5	5

Veteran Status						
24. Onsite Access to Voc-Rehab						
25. Onsite Access to Blue River Services						
26. Onsite Access to ManPower, Inc.						

[1] DWD Staff available 4 days/week
[2] DWD Staff available 3 days/week
3 Available on "itinerant" basis out of Floyd

4 TAA funds available through Floyd only
5 VETS Services available by appointment

SERVICES <u>AND</u> ELIGIBILITY

1. Individual Resources Area (IRA): Reference material and job-search assistance, both printed and via the internet for self-help

   Available to all.

2. WorkKeys/KeyTrain: An assessment system to measure an individual's basic workplace skills and to predict success in the workplace, and a concurrent Job Profiling system to measure skills needed in specific jobs, tailored by company.

   Work Readiness (test of generally applicable skills like applied math) and KeyTrain are available to anyone. Specific WorkKeys skills must be employer-driven.

3. CS3: DWD-sponsored internet-based Job-Matching system in which job-seekers register their skills and experience in order to match with employer-placed positions.

   Available to all.

4. Work Opportunity Tax Credit/Welfare to Work Tax Credit: Encouraging the hiring of targeted individuals through employer tax incentives.

   Hiring of employees in one of the 8 target groups:

   a. Aid to Families With Dependent Children (AFDC) or Temporary Assistance to Needy Families (TANF) recipients
   b. Veterans
   c. Ex-felons
   d. High-Risk Youth
   e. Vocational Rehabilitation Referrals
   f. Summer Youth
   g. Food Stamp Recipients
   h. SSI Recipients

5. Uplink: DWD-sponsored Unemployment Compensation website on which claimants register, submit vouchers, and track the status of individual claims.
   Sites are not supposed to offer any assistance other than directing claimants to the website or to the telephonic Help Desk.

   Available to all.

6. Resume Assistance: Self-help using WinWay Resume Builder or with help from counselors.

   Available to all.

7. Budget Planning & Life Skills: Computer-based tutorials.

   Available to all.

8. Career Counseling: Determination of career-path suitability via testing. Tests are facilitated by counselors but may be sponsored by non-WorkOne agencies.

   Available to all.

9. Access to Education and Training Funds: Depending upon eligibility for individual programs.

   Varies depending upon program but are generally dependent upon income and reason for unemployment. See "Case Management" (#10) for more detail.

10. Case Management: Depending upon which program in which enrolled. Counselors from DWD, WIA, VETS, and/or TAA manage the case.

    DWD: Available to all.

    VETS: Veteran status.

    TAA: Loss of job due to move of positions overseas (either the applicants job moved overseas or the job was eliminated because supporting jobs moved overseas).

    WIA:
     -Adults: Be 18 or older; comply with Selective Service legislation; Comply with citizenship and eligibility requirements.

     -Dislocated Workers:

     a. Be laid off (or receive notice of layoff); and eligible for (or exhausted) unemployment compensation or be ineligible because of lack of sufficient earnings; and likely to return to a previous industry or occupation.

     OR

     b. Be laid off (or receive notice of layoff) as result of permanent closure or substantial lay off; or employed where employer has made announcement of closure within 180 days

OR

c. Be self-employed as farmer, rancher, or fisherman and unemployed as result of natural disaster or general economic conditions within the community.

OR

d. Be a displaced homemaker

-Youth: Meet a. & d. below OR meet a., b., & c. below.

a. Be 14 to 21 years old.

b. Be a low-income individual (as outlined in DWD Policy 2006.17, Change 1, February 2, 2007)

c. Be one ore more of the following:

-Deficient in basic literacy skills
-A school dropout
-Homeless, a runway, or a foster child
-Pregnant or a parent
-An offender
-In need of additional assistance to complete an educational program or to secure and hold employment

d. Not more than five percent of participants assisted may be be individuals who do not meet the minimum income criteria to be considered eligible youth, if such individuals are within one or more of the following categories:

-School dropouts
-Basic skills deficient
-Have educational attainment one or more grade levels below the grade level appropriate to age
-Pregnant or parenting
-Disabled, including learning disabilities
-Homeless or runaway
-Offender
-Face serious barriers to employment as identified by the local board.

11. Referral to Other Agencies: Removal of barriers to employment (e.g., lack of childcare, lack of transportation) by referring to appropriate agency such as BridgePointe, BlueRiver Services, Vocational-Rehabilitation, or others.

Available to all. Ultimate eligibility determined by referred agencies.

12. Disability Access: Specially designed terminals allowing access by customers with physical disabilities.

    Available to all.

13. Labor Market Information: Printed literature and web access to local, regional, and state-wide information.

    Available to all.

14. Skills Enhancement Workshops: Basic work skills enhancement.

    Available to all.

15. Local Telephone Calls: For job-search purposes.

    Available to all.

16. Local Fax Service: For job-search purposes.

    Available to all.

17. Copy Service: For job-search purposes.

    Available to all.

18. Job Fairs: Participation in most major job fairs.

    Available to all.

19. Employer Services: Calls to employers inquiring about job openings and placement of free job postings (job orders) on CS3. Initial screening of suitable applicants.

    Available to all.

20. Business Services: "Rapid Response" to layoffs to assist companies and affected individuals in accessing resources for easing the transition to a new job.

    Planned, announced layoff of substantial portion of company's workforce.

21. Training Assistance Grants: Assisting employers with obtaining grants for   training of workforce.

    Demonstrate the grant will result in an industry-recognized certification and will support one of the following objectives:

    1. Increase personal income for Hoosier workers
    2. Promote small business growth
    3. Foster job retention and expansion

4. Close skill gaps identified through Work-Keys assessments

22. Self-Directed Computer Training: Computer-based training for basic office skills (Typing, Micro-Soft Office utilities).

    Available to all.

23. Veterans' Assistance: Focused career counseling, benefits counseling, resume assistance, job-search assistance, and monthly job-search workshop.

    Veteran status.

24. Onsite Access to Voc-Rehab.

    Per Voc-Rehab, but based on disability requiring retraining for functions performed previously or for new occupation.

25. Onsite Access to Blue River Services.

    Available to all. Ultimate eligibility determined by BRS but basically income based.

26. Onsite Access to ManPower, Inc.

    Available to all.

- **For each program year covered by this plan, how many clients will be served using WIA funding?**

Program Year 2006: 330 clients   Program Year 2007: 330 clients projected

Estimates per category: 45 Youth; 65 Adults; 220 Dislocated Workers

- **How many WIA clients will be served in each tier of service (Core, Intensive and Training)?**
  Program Year 2006: WIA Clients Served in Each Tier of Service

	Core	Intensive	Training
Core	350		
Youth		45	45
Adult		65	40
Dislocated Worker		220	140
Totals:	350	330	225

Program Year 2007: WIA Clients Served in Each Tier of Service

	Core	Intensive	Training
Core	350		
Youth		45	45
Adult		65	40
Dislocated Worker		220	140
Totals:	350	330	225

- **What criteria does the RWB use for priority of adult intensive and training services when funds are limited? A description of the process for applying the priority of services should also be included.**

  At this time, there is no priority of service policy that has been implemented in Region 10. Region 10 Board follows DWD Eligibility Policy 2006-17.

- **What is the RWBs definition of self-sufficiency?**

Per Region 10 Policy:
Self-Sufficiency: Policy and Procedures:
An individual is defined as below self-sufficiency wage if that individual meets one of the following requirements as defined by the Regional Workforce Board.

1. Receives government aid in the form of food stamps, housing assistance, medical benefits or cash assistance
2. Is at 250% of poverty, but is not receiving any government aid, or
3. Is a Dislocated Worker who is not at 100% of former wage.

As the Region 10 Workforce Board is monitored by the state, the Board or its designee, reserves the right to, in turn, periodically monitor all Service Provider agencies to see that these and all requirements are being met.
An individual is defined as having a self-sufficiency wage if that individual meets none of the three (3) requirements, listed above, as defined by the Regional Workforce Board.

- **How will the WorkOne determine whether proposed employment leads to self- sufficiency?**

Reference Points for "Employment leading to Self-Sufficiency":
1. A revised reference point: Proposed employment capable of leading to the individual's self-sufficiency. "Self-sufficiency" is relative to income needs, specifics of the customer's household, the customers' work history and experience, skills level, education, and interest.
2. An individual is defined as having a self-sufficiency wage if that individual meets none of the three (3) requirements, listed in the Region's Self-Sufficiency Policy, as defined by the Regional Workforce Board. (See Policy above)
3. Employment is in an In-Demand Occupation, as listed in the RWB's In-Demand Occupation Policy.
4. Based on customer interest and request, core service level discussion may occur with customer regarding proposed employment and its career advancement potential.

5. With a WIA client, client personal budgeting documentation (if part of the employment services plan) can lead to exploration/guidance dialogue regarding wage level needs, skill level and related employment and/or training possibilities.

- **How does the RWB's individual training account (ITA) system operate? Include allowable exceptions to ITAs and how those exceptions are determined to be exceptions and how they are processed.**

Region 10 has an approved Participant Payment Policy. It is reviewed annually by 3rd party program and/or fiscal monitors and by DWD program and/or fiscal monitors. Currently, a WIA client Training Account may be up to $3,000 per year. Training must prepare the client to gain employment in an in-demand, skilled occupation (See the In-Demand Occupation listing in this document).

Allowable ITA exceptions: Each exception (for example, training costing $3,500 in a year) is presented as a request for an ITA variance. The request is reviewed by the Regional Operator. Such requests are approved on a limited basis, taking into account individual needs and employment goals, and sufficient documented justification.

- **How will the RWB/Regional Board insure quality services? Include plans and schedules for monitoring, plans and policies for corrective action and processes for the replacement of ineffective service providers.**

1. The RWB's Oversight responsibilities and obligations for 1) WIA services, 2) the WorkOne system and 3) other regional projects, initiatives and grants are handled through the Continuous Quality Improvement (CQI) processes. A corrective action process is integral to CQI. CQI process functions generally as follows:

   System operational goals, project goals or staff/team performance goals, which represent each basic facet of a given strategy, are determined. Performance measures will be set for each goal by the RWB, the Regional Operator (RO), and/or a contractor or WorkOne staff. Sound, proper measurement of each goal's progress and outcomes are collected in appropriate ways. The RO, related direct management (a contractor, the WorkOne leadership team, etc., as appropriate), or a 3rd party reviewer insure proper data collection. The data findings will be used to evaluate the system goal or project goal's status. The evaluation results are shared with the related contractor, team or staff person. The contractor, team or staff person has opportunity to comment, clarify, or, in some cases, resolve a specific concern (a finding or observation). Consequent to this exchange, **corrective actions** may be developed and implemented, with further data collection and review, aiming for progress or meeting/exceeding goal measures set. If the goal is being met or exceeded, **improvement may still be identified**; more importantly, the achievement, i.e. the verified strength reflecting the goal area, will be recognized with due credit given. New goals may be created or new measures set for a current goal; the improvement process, as generally described, continues.

2. More specifically, an excerpt from the region's Monitoring Policy:
   Regular monitoring activities and consequent formal corrective actions reflect a continuous quality improvement (CQI) process.
   - Internal monitoring is performed regularly, based on monthly reports from the service providers. This includes self-audits by the service provider.

- In addition, independent 3rd-party fiscal and program monitoring occurs annually. An integral part of these processes is guidance and consultation for "making improvements" in practices, data input, client files, project operations, etc.

As a result of the analysis of the data gathered from the monitoring efforts, Monitoring Reports will be generated. Generally these Monitoring Reports will contain:
   a. A review of the monitoring objectives;
   b. A brief description, including dates, of the monitoring activities and a listing of the data sources;
   c. Identification of any significant findings, either positive or negative;
   d. Conclusions identified, noting how the analysis of data led to such conclusions;
   e. Recommendations including any corrective actions, which may be necessary.

Corrective actions are noted whenever it is determined that the contractor has deficiencies or problems. The Monitoring Report's recommendations for corrective action would identify what action is necessary/required and the schedule/time frames for implementation. **Additionally, the report would indicate a follow-up monitoring activity as well as <u>any recommendations concerning future contracting.</u>**

Preliminary Monitoring Reports should be completed within 30 days from completion of the monitoring activity. Workforce Board staff/contractors not only prepare a written report but will provide an on-site conference report and offer Technical Assistance if necessary. Service Providers have fourteen working days from the receipt date of the report, to provide any clarifications or information, which could alter or amend the conclusions and recommendations of the preliminary report. The Workforce Board will then normally review these clarifications and issue a final Monitoring Report within fourteen days of the receipt of such clarifications from Service Providers.

3. Region 10 engages in 3rd party program and fiscal monitoring of all programs and contractors annually. Typically, this procured process occurs in the first quarter of each calendar year (or sooner in the Program Year), so that, ideally, it precedes DWD's monitoring process.
4. DWD/State program and fiscal monitoring typically occurs between March and May annually. In 2007, this monitoring process occurs the week of March 12th.

5. <u>General processes for the replacement of ineffective service providers:</u>
a. CQI is based on regular monitoring of the performance of service providers.
b. Monitoring is conducted both formally, as described above (3rd part contracting; DWD monitoring, etc.) and also routinely, i.e. monthly through contractor performance reports. Report formats include quantitative and qualitative statements of progress, or the lack thereof, based on explicit contract goals and objectives and their related measures. Service providers also have regular opportunities to explain an effective service practice or meeting/exceeding contract goals, as well as to explain issues with and barriers to meeting contract goals and objectives.
c. Course corrections, which may include staffing issues, services strategies, equipment, management, sub-contractors, etc., are discussed, agreed upon and implemented. A correction may include periodic or regular technical assistance/training on service provision for the service provider.

d. Reporting processes continue. If contract performance problems persist, Regional Operator—Service Provider discussion occurs in a more formal manner, requiring resolution to performance issues or consideration of canceling of the contract. A short timeline for course correction agreement or resolution is set.
e. If possible, another existing service provider, who is operating in "good standing" per its contract and performance reporting and also has pertinent competencies in working with the given population, may be requested to consider assuming the contract of the provider with performance issues.
f. In the event that course correction and/or resolution is not chosen or followed by the service provider, the contract is cancelled with thirty (30) days notice. Another existing service provider may assume the outgoing contractor's work. If so, client caseload transfer occurs over the next thirty (30) days. If not, the cancellation notice may extend for a longer period of time, until an new service provider can be procured.
g. DWD approvals and contract amendments occur, as required. DWD guidance is also provided, upon request, as performance issues are not resolving, at the point of impending contract cancellation or thereafter until a new provider is in place.

- **How will substandard or ineffective delivery of services by a service provider be determined?**

1. The RWB and Regional Operator will assess the service provider's performance against the provider's contract goal(s) and objectives measures.
2. If the service provider demonstrates 1-3 months of sub-par performance (or, in certain cases, 3-6 months), substandard/ineffective service delivery is initially indicated and corrective actions are be implemented.
3. If the service provider demonstrates a pattern of sub-par or significantly sub-par contract performance, despite performance issues being identified and corrective actions being implemented/followed, substandard or ineffective service delivery is indicated at a more notable and serious level.

Adult and Dislocated Worker Services
- **What strategies are planned for the recruitment of adult clients?**

Recruitment occurs effectively through:
1. Referrals by WorkOne staff to the WIA service provider.
2. Referrals from other WorkOne partners: Adult Education, Ivy Tech Community College, Community Action Programs, Vocational Rehabilitation, county offices for TANF beneficiaries, Manpower services, etc.

- **How will referrals (to and from partners and community resources) be used to maximize the effectiveness of services?**

Referrals from a partner to another partner or community resource, or vice-versa, have one underlying principle and core value: Meeting the customer's/client's needs quickly and effectively in a person-centered mode. Knowledge of partner services and community resources is critical to serving the client holistically, which tends to produce greater overall service effectiveness and more positive client performance outcomes in general.
At the same time, information and referral services take advantage of existing partner and community resources. Consequently, WIA services operate in a more cost-effective manner. In general, service to the client improves and WIA services operate so as to assist relatively more individuals effectively and, at the same time, in a much more cost effective manner. For

example, by assisting WIA clients, in a case management mode, to take advantage of existing education/training resources, i.e. Pell grant, the client:

1. Accesses more substantial tuition assistance than through WIA funding
2. More WIA funds can be used to complement the tuition assistance, thus permitting more support services to be offered than would otherwise be the case (given such WIA funds are limited) and,
3. More WIA clients are also able to be in post-secondary education/training than would otherwise be the case.

- **Does the RWB have specific plans to address literacy and/or low educational attainment with the adult population? If so, describe.**

The RWB has no specific plans to address literacy with the adult population. However, if/as a grant/resource opportunity emerges, the RWB may consider addressing this issue.

1. The region's educational attainment level has increased, but still remains lower than the state average, and three of the region's six counties are in the lowest tier of educational attainment in the state (High School diploma; Bachelors' Degree). However, from the bi-state region perspective:

     The new 2007 Competitive City Report (www.greaterlouisvilleproject.org), which includes Clark, Floyd, Harrison and Washington Counties, Indiana, in its "Higher Education' and 'Build on Assets" sections, states:

| AT A GLANCE | IN-DEPTH | VIEW ACTION NETWORK | 2005 DATA |

In-Depth: Higher Education

With higher education and advanced training ever more crucial, Louisville climbed out of the bottom tier and into the middle in its 2005 rankings against peer cities on the percentage of young adults who hold a bachelor's degree or higher. The pace of change is striking: Although their numbers are small, a third of adults age 25-34 in Louisville Metro now hold at least a bachelor's degree, compared to just under 23% in 1990. Even more are earning associate degrees and technical certificates.

One eye-catching statistic: Louisville ranks high on the percentage of residents who have some college, implying a large population that enters higher education but does not graduate—a **potential target for action**. Despite the gains, the overall education levels for the Louisville Region's prime workforce still lag its top competitors by a large margin, and the push to "Graduate Greater Louisville!" needs to shift into high gear.

This report is new: published in February 2007.

2. Over the past four years, area staff have initially facilitated and then participated in a bi-state regional Workforce Education (WE) initiative, noted earlier in this plan document. This unique working-group initiative included representatives from 2 workforce boards, community colleges, universities, Chambers of Commerce, etc. Its research and exchange have produced several bi-state initiatives (inclusive of Region 10): Educational attainment promotional campaigns specific to Adult Education, www.graduategreaterlouisville.com, the HIRE Education forum (which includes Executive level representatives from major colleges and universities in the bi-state region), an e-newsletter on aspects/dynamics of educational attainment, and regional scorecard reporting on a number of indices, including educational attainment.

3. As well, staff has participated on the Workforce Education Council of the area's largest Chamber of Commerce. The prior Workforce Board also published a regional report, of which significant updates were presented on student career preparation in the High Schools and community.

4. At this point, it appears the nexus of such activity lies with the HIRE Education forum and other bi-state collaborations. The RWB may choose to participate in the bi-state effort in an appropriate and do-able role (as that may be identified). Given the RWB's capacity and the WorkOne system, they will assist in promoting a Go Higher campaign in Region 10 when that is launched, given a role that is coordinated with other regional entities and related resources.

- **What specific plans are in place to increase program integration within the WorkOne and with other community resources?**

1. Please refer back to Section 1 of this Plan document and the question: "**What is the service integration strategy for increasing the integration of all WorkOne services within the restrictions that are set forth by federal and state law/policy?**"

2. In addition, The RWB will:
    a. Follow the state's plan for services integration.
    b. Base the area's implementation of services-integration on forthcoming DWD policy that sets basic authoritative and operational parameters in place with consistency across the state.
    c. Implement in a diligent, careful and sustainable manner according to the basics stated in the Regional Operator's first services-integration plan, submitted to and approved by the RWB in March 2006.
    d. Communicate with and learn from other regions regarding their model, pace, etc. of implementing the integration of WorkOne services. The firs such formal exchange among ROs occurred on February 1, 2007.

3. Once the core partners of WorkOne (Wagner-Peyser; Veterans, Trade Adjustment Assistance, and WIA) have established an integrated operation, the RWB, RO and core partners will consider integration with other pertinent community resources, in a manner that adds-value, is do-able and sustainable, and reflects a win-win (core partners and specific community resource respectively) positioning that ultimately benefits the customer. Additional integration of community resources is deemed relatively more suitable when WorkOne integration processes, new system processes such as TrackOne, and related resources are clearly known and have sufficient reliability in terms of quality and availability. To do otherwise may well be premature and over-extending of the WorkOne system, given it present status as well as its foreseeable status in 2007 and into 2008, with continuing system changes and possible lessening of resources.

- **How will the EGR coordinate rapid response activities with the workforce services for the area including coordination with statewide rapid response?**

1. The Regional Operator communicates with the area statewide-Rapid Response Coordinator (RRC), i.e. the Region's DWD Business Consultant/Specialist, upon notice of a company's closure plan/process.

2. A general strategy is discussed and adopted in terms of first contact, elements of the communications with the given company, and possible need for additional funds to meet worker needs as they transition to a dislocated status.
3. The region's WIA services provider and other WorkOne staff (at the full-service center in the region) are also linked critically to this coordinated service effort, as these two core WorkOne partners generally provide direct services to affected workers at the company's site.
4. Services are based on what the given company will permit in terms of the types, amounts and timing/scheduling of Rapid Response services. Service strategies are then crafted, coordinated and implemented through a team effort of:
   - The Rapid Response Coordinator (first contact and overall coordination)
   - WorkOne staff (provide various types of direct services to/with dislocating workers.
   - RO (coordinates on behalf of the RWB with the RRC and WorkOne partners, and also functions to apply for additional Rapid Response funds, based on the size of the dislocation).

Overall, area RR and state RR coordinate to insure adequate and appropriate service tools and effective services to dislocating workers, given the particular company's overall size, the size of the dislocation, the company's related policies, etc.

- **How will rapid response coordinate outreach to affected populations and coordinate orientation for those workers?**

Rapid Response <u>outreach</u> services and <u>coordinating orientation for those workers</u> are subsumed in the process described in the prior question.

- **What are the active TAA petitions for the EGR including the petition number, petition date, the company name(s), the number of affected workers and the class of workers covered by the petition? Petitions filed and pending federal review should also be listed.**

From the Indiana Department of Workforce Development: 10/17/06("Note that the class of workers covered by the petition is not available.")

Company	Location	Petition #	Date	Status	Affected
Child Craft Industries, Inc., including leased workers of TBS Staffing Solutions and Employment Plus	**Salem**	**55747**	**10/18/04**	**Aff.**	**300**
Tower Automotive	**Corydon**	**57122**	**06/13/05**	**Aff.**	**574**
Colgate-Palmolive	**Jeffersonville**	**58962**	**3/23/2006**	**Aff**	**495**

Tecumseh Power Co.					
	Salem	59286	6/21/2006	Aff	67
GKN Sinter Metals Div.					
	Salem	60007	9/28/2006	Aff	30
Holm Industries, Inc.					
	Scottsburg	57969	10/25/05	Aff.	130
Scottsburg Plastics					
	Scottsburg	58467	12/13/05	Aff.	50

- **How are services for TAA participants coordinated with other services offered through the WorkOne?**

REGION 10
Narrative for TAA Plan – Service Flow Process

The TAA participant service flow process, as coordinated with WorkOne, reflecting interfaces with both 1) TAA/WorkOne core services and 2) TAA/WIA enrollment strategy, is indicated below:

1. Company notifies state of impending lay off
2. **Region's Rapid Response team** meets with company
   a. Over 50 employees – Business Consultant is lead
   b. Under 50 employees – Local WIA partner is lead
   c. Team may also include DWD staff
3. Company, Union or 3 workers apply for TAA
4. Department of Labor (DOL) makes decision
5. DWD Administration is notified of decision
6. If a positive determination
   a. **Local WorkOne will set up orientation meeting with workers** to:
      i. Review TAA program
      ii. Set up Next Step Meeting
7. Next Step Meeting
   a. Sign necessary waivers to "lock" workers into TAA program
   b. Complete necessary UI paperwork
   c. Review 28 day requirements
8. **WorkOne Counseling/Case Management**
   a. Workers will meet with counselors to determine needs
      i. **Core services, such as Job search Assistance**
      ii. Relocation Allowance

      iii. Alternative Trade Adjustment Assistance for Older Workers
      iv. Health Care Tax Credit
      v. Trade Readjustment Allowance
      vi. Training
  b. **Workshops in job search techniques** to be scheduled
  c. Follow-up on 28 day requirements to be made
  d. **Co-enrollment WIA/evaluation** possible if worker already enrolled in training (based on available funding).

9. WIA Enrollment
  a. It is the intent of the WIA program to evaluate clients for co-enrollment during the later part of the training plan (based on available funding).

10. **Joint Case Management**
  a. **TAA will exit those in training but will not terminate**
  b. **WIA will provide job search assistance as necessary for those exiting training**

11. **Exit**
  a. **Upon employment of client, both programs will exit client**

- **What actual major dislocations (50 or more workers) exist for the area or are projected for the time period covered by this plan? Provide the company's name (optional if projected), the number of affected workers and the class of workers covered by the dislocation. These projections must be based on solid information if employers are identified.**

Actual Major Dislocations ("Note that the class of workers covered by the petition is not available.")

Company	Total # Layoff	TAA Approved Yes/No	Date	Petition #
Tower Automotive Corydon, Indiana	613	Yes	6/13/05	57122
Holm Industries Scottsburg, Indiana	127	Yes	10/25/05	57969
Childcraft Industries New Salisbury, Indiana	50	Yes	10/14/05	58016
Silvercrest Developmental New Albany, IN	161	No		
Hometown Buffet Clarksville, IN	50	No		
Tecumseh Power Co. Salem, IN	80	Yes	6/21/06	59286
Colgate Palmolive* Clarksville, IN	475	Yes	3/23/06	58962
Freudenberg Nok Scottsburg, IN	70	Yes	12/5/06	60439
Airtomic Jeffersonville, IN	89	Yes	11/15/06	60394
Childcraft Salem, IN	280	Yes	10/18/04	55747

Totals: 10 companies   1,995 workers
Projected closures: No solid information currently available.

- **How are services for these dislocated workers coordinated with other services offered through the WorkOne?**
1. Core Services at the WorkOne are available to all dislocated workers.
2. Based on individual assessment by WorkOne staff, a dislocated worker may be referred to other partner resources (Adult Education; Community College; Community Action, etc.) or community resources.
3. Based on more specific assessment, a dislocated worker may be determined eligible for WIA dislocated worker services. WIA client services are a mainstay of the WorkOne.
4. Based on positive determination by DOL for Trade Adjustment Assistance (TAA) services, a dislocated worker from a particular (TAA-approved) company may be determined eligible for TAA services. TAA services are a mainstay of the WorkOne.

Youth Services

- **What percentage of the Youth allocation will be spent on in-school youth and what percent will be spent on out-of-school youth?**
  30% projected to be spent on In-School youth.
  70% projected to be spent on Out-of-School youth.

- **What recruitment strategies will be used for out-of-school youth? Historically, the number of out-of-school youth enrolled in the program has been low.**

The region's Workforce Investment Act (WIA) youth Services provider, Transition resources Corporation (TRC) markets to and recruits for youth by various methods. These methods are currently being utilized and will be continued in their usage. Recruitment strategies are exemplified:

- Running cable spots in Scott and Crawford Counties through the free non0-profit access cable channel operated by the schools.
- Flyers are disseminated through all six (6) counties at locations which youth frequent such as malls, Walmart, Meiers, beauty shops, video rental stores, electronic stores, gas stations, libraries, fast food restaurants, WIC, IMPACT, IUS and IVTC offices.
- A referral process has been initiated with:
1. Scott County Enterprise Zone coordinator,
2. Scott Co. Lifelong Learning Center (LLLC) Credit Recovery Program,
3. Reisz LLLC (New Albany/Floyd County),
4. Harrison Co. LLLC,
5. Washington Co. LLLC,
6. Several of the high school counselors who have knowledge of out-of-school and in-school youth who are seeking services and
7. Ivy Tech's financial aid office.
- Community Action of Southern Indiana (Clark County) supports a variety of agencies and programs (probationary, foster, housing etc.) serving the low income and is a referral source to the WorkOne office located within its facility.
- The Housing Authorities (Jeffersonville and New Albany respectively) and Job Corps are also referring and a cross referral process is in place with both.

- Training providers such as Certified Nursing, Galen and Truck Driving Institutes are cross-referring back to the WIA program those potential candidates who are seeking assistance with tuition cost.
- One strategy is to enroll youth who have exited from high school due to various issues, but to enroll such youth before they enroll into alternative school/GED, thus being able to appropriately categorize them as an out of school youth. That process requires coordination with the GED and alternative programs to capture those referrals <u>before</u> they enroll with the educational program.
- The Enterprise Zone contact also works directly with the Scott County schools and is requesting the flyer be mailed to all the students who are on the school's drop out list.
- Staff may also attend college nights and financial aid events at some of the schools.

- ### What strategies will be used to keep out-of-school youth active in the program?

Strategies are exemplified:

Out of school youth are *easier to engage in activities though completion of occupational training, work readiness and intensive one-on-one counseling because they usually are motivated to do so.* One specific example: Several clients are "pregnant and parenting" and want a better life/income since they have children.

- A plan is developed which provides <u>supportive services</u> attached to the activity.
- <u>Activities must be coupled with supportive services</u> and are used to assist with childcare, transportation assistance and other types of supportive services.
- Youth work on <u>career exploration activities</u> and <u>then engage in occupational training with supportive services.</u>
- The supportive services <u>encourage</u> the young adult to complete and help <u>build a relationship and trust with the case manager.</u> The key client-case manager relationship also build through their frequent contact and their "follow-through" occurring over the required follow-up periods. This target group of "pregnant and parenting" is a good group to work with in achieving results.

The plan with be developed to address the out-of-school youth's identified barriers and to achieve his/her employment/training goals, in keeping with WIA requirements.

- If basic skills deficiency is assessed, then short, attainable goals will be set to encourage the youth to work on advancement of skills.
- When testing is required, a work readiness activity will also be addressed, encouraging the youth to come in and test. Under the work readiness activity, a supportive service may be issued corresponding to the test time which will allow the youth to receive dress-for-success items, such as clothing, make-up, and/or items necessary for continuing his/her work on achieving the basic skills deficiency goal. Coupling these activities together encourages the youth to show for testing and also provides positive results under work readiness.

- How will the service providers coordinate with secondary schools and adult basic education programs to identify youth and to coordinate services?

Coordination with educational providers to identify youth:
- Staff is flexible, with adequate planning time, to meet with groups and conduct orientations at secondary and Adult Education locations, depending upon the number of referrals.
- One-on-one referral is appropriate and may be received by email, fax referral or phone.
- The recruitment contact with various counties includes the Life Long Learning programs, Ivy Tech, IU/Purdue programs hosted at those centers and the Ivy Tech/Sellersburg main campus.
- Staff is <u>assertive in maintaining those contacts</u> and will pursue the cross referral to the schools and adult basic education centers.
- The Ivy Tech financial aid office has recruitment information flyers in the office to give to individuals who are struggling to meet the financial cost of attending school. A WIA case manager may be on-site in the new proposed WorkOne Ivy Tech Access site on a <u>minimal schedule</u> in recruitment efforts.

Coordination with educational providers to coordinate (youth) services:
- A wide range of related contacts in the region have been established. Referral processes are developed and implemented regularly.

- **Provide the local definition of "deficient in basic literacy skills."**

Excerpt from Region 10 RWB Policy, July 2006:
Background:
The Region 10 Workforce Board is the grant recipient of the Workforce Investment Act (Title I). The Region 10 Workforce Board is required to comply and enforce Federal Regulations and DWD policies regarding eligibility requirements for participants in the WIA Title I Programs.

Policy and Procedures:
The following are definitions of youth eligibility criteria acceptable for clients served under the WIA Title I Program in the Region 10 Workforce Service Area:

Definition: Basic Literacy Skills Deficient

The definition of a youth who is deficient in basic skills in the Region 10 Workforce Investment Area is someone who:

1. Computes or solves problems, reads, writes, or speaks English at or below grade level 8.9; or
2. Has failed to satisfactorily pass the I-STEP Plus test which is a state of Indiana public school requirement; or
3. Is an in-school youth with a disability who is exempt from taking the I-STEP Plus test to meet high school graduation requirements; or
4. Is an in-school youth whose assessed educational attainment is one or more grade levels below the current grade levels appropriate to the age; or
5. Needs a language interpreter to complete the WIA Application for Youth Services.

- **Provide the local definition of "requires additional assistance to complete an educational program, or to secure and hold employment."**

Excerpt from Region 10 RWB Policy, July 2006:

Background:

The Region 10 Workforce Board is the grant recipient of the Workforce Investment Act (Title I). The Region 10 Workforce Board is required to comply and enforce Federal Regulations and DWD policies regarding eligibility requirements for participants in the WIA Title I Programs.

Policy and Procedures:

The following are definitions of youth eligibility criteria acceptable for clients served under the WIA Title I Program in the Region 10 Workforce Service Area:

Definition: Requires Additional Assistance

In the Region 10 Workforce Investment Area, the definition of a youth who requires additional assistance to complete an educational program, or to secure and hold employment is someone who is:

1. A youth who has been denied employment and/or is unable to obtain employment within six weeks of CS3 (OR OTHER STATE DESIGNATED SYSTEM) registration and/or is unable to complete the CS3 (OR OTHER STATE DESIGNATED SYSTEM) application: or
2. Any youth reenrolled in an educational program (including alternative schooling), demonstrating a need for one of the ten youth services; or
3. A youth who is At-Risk *(a) o r(b)*. a) At-risk is defined by the local school system and/or is a youth who has been suspended or expelled from school; b) At-risk youth is further defined as living in a household where a parent has any criminal record; parent lacks a high school education (diploma); or parent lacks established paternity for out-of-wedlock children; or
4. A youth who has an Individual Education Plan that identifies WIA Youth Services as appropriate; or
5. A youth documented to be involved with the juvenile justice system in which either of the following has been filed: a petition alleging that the child is a Child in Need of Services, a petition alleging that a delinquent act has been committed, or a petition alleging that a status offense violation has occurred; or
6. A youth who is a victim of a sexual misconduct; or
7. A youth who is in a household where the custodial parent is not receiving regular child support; or
8. A youth with a disability including ADD or ADHD or other diagnosed mental, emotional or physical disability; or
9. A youth who is a single parent.

- **Provide the local barrier that permits youth who are not low-income to receive youth services.**

From Region 10 RWB Policy, July 2006:

Background:

The Region 10 Workforce Board is responsible for defining and providing approval for youth enrollments under the 5% provision as it relates to WIA youth funded intensive and training services. The 5% provision is designed as an **exception** to normal guidelines to serve an

individual who may have one or more of the following barriers, but exceeds income limitations for the WIA program.

Policy and Procedures:
An individual to be served under the 5% provision enrollment is defined as below. That individual meets one or more of the following requirements as defined by the Board without meeting income eligibility requirements.

1. _____ School Dropout
2. _____ Basic skills deficient (Reading, writing or computing at below 8.9 grade level)
3. _____ Offender
4. _____ Possesses one or more disabilities (including learning disabilities)
5. _____ Homeless or a runaway
6. _____ Foster Child
7. _____ Pregnant or parenting
8. _____ Individual with educational attainment of one or more grade levels below the grade level appropriate to the individual's age.
9. _____ Requires additional assistance to complete an educational program to secure and hold employment including **(check all that apply)**
10. _____ In need of additional educational training to obtain occupation in demand
11. _____ Has no job experience and has not successfully completed skills training (credential) in the occupation in which training will be provided.
12. _____ Has not held a full-time job in the occupation for more than six months

Services that will be provided to overcome barriers should be identified in requests.

A written enrollment request form should be forwarded to the Regional Operator, Workforce Development Associates, for approval prior to enrollment.

As the Region 10 Workforce Board is monitored by the state, the Board or its designee, reserves the right to periodically monitor all Service Provider agencies to see that these and all requirements are being met.

Pilot Projects
   - **What unique or pilot projects are being run by the RWB or WorkOne system in your EGR? This may include current or planned projects.**
The Strategic Skills Initiative in Region 10 has unique or pilot project aspects:
   - Manufacturing Solution: National Manufacturing Skills Standard Council (MSSC) training and certification.
   - Healthcare Solution: Registered Nurse Mentoring Program.
   - www.workoneregion10.com is unique as an open job search system with comprehensive one-stop shop features: Career Exploration; Resume(s) building; Labor market Information, Education and Training Information for Region 10 and its larger labor market geography (2 state "region"), etc.

<u>Planned:</u>
Per the RWB's own plan for July 2006 through June 2008, a pilot project is sought to address the needs of growing special populations who are part of the region's workforce landscape. Examples: Immigrants; Ex-offenders re-entering the community, etc.

<u>May be considered:</u>
1. Increasing opportunities for education/training (tuition, etc.) assistance to non-traditional, economically-disadvantaged students seeking 1-2 year degrees/credentials in in-demand, skilled, higher-wage occupations.
    As:
    -   The labor market grows more and more (60%+) in the direction of skilled (and technical) occupations
    -   Approximately 90% of the workforce in 2020 is already in the workforce NOW (U.S. Census data)
    -   A minimal number of Associate Degree-based scholarships are available in/through the region:
    Providing this type of assistance in larger measure is important, preferably with fewer "match" (level and type) constraints.

2. Assisting individuals with "some college" along the lines cited above.

<u>At a minimum</u>, such plans or considerations are subject to a project opportunity 1) having reasonable risk and 2) the RWB's RO having adequate administrative capacity to meet administrative project requirements set forth by the state and/or federal requirements.

-   **What is the scope of the unique/pilot projects, the benefits, the expected outcomes, the evaluation methodology, the amount and source of the budget? As appropriate, provide a synopsis of the level of success for the project.**
-   SSI references above follow SSI methodology, prescribed by the state, and a state-approved budget and Statement of Work. For example, the Manufacturing Solution of MSSC Training/Certification expects 75 incumbent workers to gain an MSSC certification.
-   The item "planned" has only recently been identified as a broad theme; that is, assisting a special, growing population with employment/training services, clearly directed toward skilled employment with a career advancement path and self-sufficient earnings level.
-   Other items noted are simply general considerations, one based on a Fall 2006 proposal to the Indiana Office of Rural Affairs.

-   **Are there pilot projects that the RWB would like to operate? Please list.**
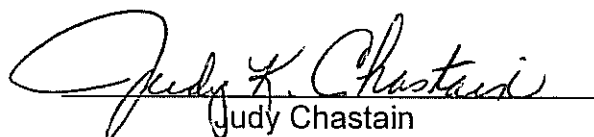This has been answered in the prior two (2) questions.

Section 5 – Signature Page

The Chief Elected Official, the RWB Chair and the RWB Director must all sign and date the signature page.
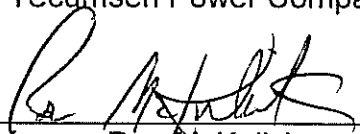
Judy Chastain
Mayor, City of Salem
Washington County, Indiana
Region 10 Chief Elected Official

2/12/07
Date

Ed Carpenter
Human Resources Director
Tecumseh Power Company

2/9/07
Date

Ron McKulick
Workforce Development Associates, Inc.
Region 10 Regional Operator

2/9/07
Date

Public Comment Summary

This is optional for RWBs. The Balance of State WIB will secure public comment to meet USDOL requirements.